REPORT RESUMES

ED 012 278 UD 002 826

THE HOMEWORK HELPER TUTOR MANUAL.
BY- DEERING, ALBERT R.

PUB DATE JUN 66

EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *TUTORING, *INSTRUCTIONAL MATERIALS, *TEACHING TECHNIQUES, *TEACHING GUIDES, AFTER SCHOOL TUTORING, STUDY CENTERS, HIGH SCHOOL STUDENTS, INDIVIDUAL INSTRUCTION, REMEDIAL READING, REMEDIAL MATHEMATICS, CURRICULUM, AUDIOVISUAL AIDS, STUDENT CHARACTERISTICS, GRADE 3, GRADE 4, GRADE 5, GRADE 6, PROGRAM DESCRIPTIONS, LANGUAGE ARTS, SCIENCE EDUCATION, HOMEWORK, STUDENT TEACHER RELATIONSHIP, COMPENSATORY EDUCATION PROGRAMS, STUDY HABITS, STUDY SKILLS, HOMEWORK HELPER PROGRAM

THIS MANUAL FOR TUTORS IN THE MOBILIZATION FOR YOUTH-NEW YORK CITY BOARD OF EDUCATION HOMEWORK HELPER PROGRAM IS DESIGNED TO SUPPLEMENT THE TRAINING AND SUPERVISION THAT THE TUTORS RECEIVE FROM THE MASTER TEACHERS. THE PROGRAM EMPLOYS HIGH SCHOOL STUDENTS AS TUTORS FOR OTHER STUDENTS AT ALL GRADE LEVELS--ELEMENTARY, JUNIOR HIGH, AND HIGH SCHOOL. TO GUIDE THE TUTORS IN THEIR WORK, THIS TRAINING MANUAL CONTAINS THE FOLLOWING INFORMATION--(1) A DISCUSSION OF THE CHARACTERISTICS OF CHILDREN IN THE THIRD TO SIXTH GRADES WHO WILL BE RECEIVING TUTORING, (2) AN OUTLINE OF SEVERAL ELEMENTARY SCHOOL CURRICULUMS, (3) A DISCUSSION OF TUTORING METHODS AND METHODS OF DEVELOPING RAPPORT WITH THE PUPILS, (4) A DESCRIPTION OF A TUTORING CURRICULUM AND A DISCUSSION OF SOME MATERIALS FOR READING AND MATHEMATICS INSTRUCTION, AND (5) A GUIDE FOR LESSON PLANNING AND MAINTAINING RECORDS. A LARGE PORTION OF THE MANUAL CONTAINS SOME TUTORS' DESCRIPTIONS OF THEIR TEACHING TECHNIQUES. (JL)

E 02826

ED012278

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE HOMEWORK HELPER

TUTOR MANUAL

Albert Deering

[DRAFT]—June, 1966

UD 001 826

Preface

The Homework Helper Tutor Manual is one of two manuals prepared by the Coordinator of the Mobilization for Youth - Board of Education Homework Helper Program. The second manual, available under separate cover, concerns itself with the administration and supervision of the Program by the Master Teachers and Program Coordinator.

The Tutor Manual has been prepared for use by tutors in the program during the 1966-67 school year on a field test basis. The Homework Helper Program will be conducted, during the 1966-67 school year, by the New York City Board of Education and Mobilization for Youth under a contractual agreement.

The author is indebted to the Master Teachers employed in the Homework Helper Program who volunteered to serve on an advisory committee in the preparation of this manual. The teacher members of this committee were as follows: Donald Fine, Bernard Siegel, Bernard Lieber and Marvin Brown. In addition, the author wishes to express his gratitude to another former Master Teacher, Anthony Vilhotti, for his outline regarding the guidance aspects of the tutor-pupil relationship in the Homework Helper Program.

INTRODUCTION

The Homework Helper Program has been conducted on an experimental basis by Mobilization for Youth and the New York City Board of Education during the school years 1963-66. It features the employment of high school boys and girls as tutors for elementary school pupils, junior high school pupils, and high school pupils at Seward Park High School. The program is designed to further the educational and personal development of both pupils and tutors. The program has been researched with all indications showing that the program has had a very positive effect upon the reading abilities of pupils as well as tutors.

Young boys and girls who are selected as tutors are assigned to one of thirteen Homework Helper Centers. Transportation facilities utilized by tutors in travel to and from high school are considered in making assignments. Priorities established by the program coordinator which benefit the overall program are also considered. Approximately twenty tutors are assigned to each center to work under the supervision of a Master Teacher. The Master Teachers employed in the Homework Helper Program are regularly licensed New York City teachers during the school day. They serve as administrative and supervisory heads of the various Homework Helper Centers under the direction of a program coordinator.

This manual is presented to you as a guide in your work with your pupils. We hope that it will be helpful to you. The manual, however, is merely a supplement to the training, supervision, and direction which you will receive from your Master Teacher. The manual is also generalized. Your Master Teacher will help you to develop an individualized curriculum for each of your pupils. It is expected that you will progress in tutorial skill as you spend more time in our program. Please be assured that your task is not an easy one. On the other hand also be assured that your position will bring you a great deal of satisfaction. In general your first task will be to develop a friendly, warm relationship with your pupils, to assess the present level of their intellectual development, and to plan a program of activities which enable your pupils to become better students.

We wish you success in your assignment as a Homework Helper tutor. Approximately one thousand young men and women like yourself have served our program during the past few years. In the main they have been successful in helping their pupils to succeed. We hope and trust that you,too,will become a successful Homework Helper tutor.

CHARACTERISTICS OF ELEMENTARY SCHOOL CHILDREN

It is important for you to know the children whom you will serve as tutors. If you are fortunate enough to have had some experience in working with youngsters in grades 3, 4, 5, and 6, you will find the adjustment to them fairly simple. On the other hand, if you have been isolated from this age group for some time, you will need to become aware of expected patterns of behaviour. This section of our manual is devoted to a very brief description of some characteristics of the children whom you will be tutoring. Your experience in the program before the year is out will teach you much more about these children, but this will be a base of understanding for you. It is suggested that you supplement this material as much as possible during the early stages of the program through careful observation of the youngsters in the Homework Helper Center as well as through observation of other youngsters in these age groups whom you see in other situations. Observe carefully, for example, young people at play in the streets or at home, in your home, or in homes you visit. Be prepared to discuss your pupils and their needs with your Master Teacher. Your Master Teacher has had many years of experience in educational programs designed to meet the needs of these youngsters.

3rd Graders

Third graders are inclined to be full of energy, noisy and restless. They are eager to find their place in the world. They are emerging from early childhood and show a great deal of enthusiasm for new adventures. Third graders need encouragement and approval. They are demanding of time and attention. They are just beginning to enter gang activities and the differences between boys'and girls'interests become more evident. Girls tend to play feminine games while the boys engage in sports and masculine rough and tumble activities.

Third graders are curious about the world around them. They want to know about other children living in other places. They are beginning to understand time relationships regarding the past, present and future. They are interested in action, comic books, television and collections of various objects.

Physically, the third grader is growing at a slow and steady pace. He is beginning to control his small muscles more effectively.

Third graders are alike in many respects and yet they are very different from each other. Third graders, as all children, must be treated on an individual basis. Some will be gifted in particular areas while developing more slowly in others. A tutorial curriculum must be designed to meet the individual needs of each third grader.

4th Graders

The need for acceptance by peer groups becomes more important to fourth graders. This is especially true for boys who begin to become active in gangs and boys' activities relating to the boy's club and so on.

The fourth grader respects adults and young adults who treat him as an individual and not as a child. He is interested in planning his own work with adults. He responds to praise and recognition for jobs well done. Motivation, that is creating interest in a particular assignment, will be more effective than just telling the fourth grader what to do.

The fourth grader is as curious as the third grader or more so. He wants to know why things are as they are and how they started. The reading abilities of fourth graders is spread over a wider range than third graders. Therefore, finding material on a suitable grade level which relates to the interest of fourth graders becomes very important.

Differences between boys and girls become more pronounced with the girls tending toward quiet activities and the boys tending toward boisterous activities. Fourth grade girls are usually meticulous in their grooming while fourth year boys tend to forget standards of cleanliness and neatness.

The girls show more advancement in physical development than the boys. The muscular coordination of fourth grade children becomes smoother and their ability to work with creative art materials increases.

Not all fourth graders are alike, although there are many similarities. Each individual child proceeds to grow physically, emotionally, and intellectually at his own pace. A tutor must recognize individual differences and plan for activities and the utilization of materials designed to meet individual needs. Homework Helper Master Teachers should be consulted frequently during the school year regarding activities in progress or being planned.

5th Graders

Fifth graders are becoming fiercely independent. They will resent a teacher, parent, or tutor who tells them what to do without involving them in the decisions that are being made. The tutor must avoid becoming upset at indications of independence which may be seen as signs of disrespect. The tutor's response to strivings for independence should be encouragement on a man to man basis coupled with praise for a job well done.

The approval of peers becomes one of the most important aspects of a fifth grader's life. He wants to belong to a group. This is reflected in his acceptance of codes of behaviour which emanate from his peers relating to dress, manners, language, and so on.

During this year a limited number of fifth graders start their pre-pubertal growth. These youngsters are entering pre-adolescence and are experiencing important physical and psychological changes. These changes may very well have an adverse effect upon their school work, their relationships with parents and teachers, and their relationship to their tutor. These children should be treated more and more as young adults because they are in fact more mature than the rest of the class.

The wide range in ability becomes even more evident in the fifth grade. It is important, therefore, that the tutor individualize instruction to best meet the needs of each pupil. Fifth graders are capable of doing a great deal of intensive work. Academic work should be related to their interests which during this year focuses upon people in their community, in their city, in the nation and in the world.

6th Graders

The range in maturation in sixth graders becomes very evident. Most are entering or have entered the pre-adolescent stage and present a wide variety of physical maturity. Some sixth graders will still be children in that they are continuing their rate of childhood growth. The interests of these children will be pretty much the same as the interests of fourth or fifth graders. They may very well feel left out of activities engaged in by their "older" classmates.

Sixth grade boys are beginning their growth spurt which is accompanied by psychological and emotional adjustments. The more mature sixth grade boys begin to show special interest in girls. The more mature girls, in their turn, are becoming interested in boys although dating per sé is not important as yet. These children have many problems relating to their physical development. Their growth is uneven. One day's activities may be very childish, while the next day's activities may be very grown up.

As a result of these changes, the tutor working with sixth graders will need a great deal of patience. On the other hand, the tutor should be in a position to help the sixth grader understand his growth. In general, it is best to treat sixth graders as young adults, to expect good work and adult behaviour. Good work must be followed with recognition in order to forestall any resentment and its accompanying rebellious behaviour.

Again, it is imperative that the tutor study under the guidance of the Master Teacher, the needs of sixth grade pupils. Every child is a unique individual and the tutorial activities engaged in must be designed to meet the special needs of that individual child.

MEETING INDIVIDUAL NEEDS

The characteristics of 3rd, 4th, 5th, and 6th graders which have been discussed are generalizations. It must be stressed again and again that we are dealing with individuals. Tutors will find that pupils, like adults or tutors, have widely varying needs. Some children have a great need for the display of affection while others do not. The children selected for service in the Homework Helper Program have been selected because they need additional help with school work. This is usually reflected in reading retardation which again will vary from a matter of a few months on a standardized reading test to a matter of a year or two. Along with this difficulty in making normal progress in reading has come a series of failures with some aspects of academic work. These experiences with failure in school work will have an effect upon the needs for affection on the part of pupils. As a result, a tutor must show affection toward pupils and praise pupils for work well done. However, a word of precaution is in order here. If the praise is based upon attributes the child does not actually possess, the child will tend to discredit all praise extended by that tutor. This does not actually hurt the child but it will tend to negate the effectiveness of praise on the part of the tutor. The way to avoid this error is to find a trait or traits that can actually be admired in a child and then when a child does not particularly succeed, to encourage him by praising him for that ability or trait or even his appearance that can, in fact, be praised. This praise will then be accepted by the child as truthful.

Children in the Homework Helper Program are quick to reflect the tutors' attitude and will imitate his attitude toward teachers, tutors and other children. A tutor, therefore, must never discuss negative feelings he may have toward others in the presence of his pupil. In summary, then, we state that every tutor must actively seek some aspect of his relationship with his pupil which can be used as a basis for praise. This is often difficult to do. The child who is most in need of affection and praise is often the one it seems most difficult to praise.

All learning situations must be made clear to the pupil. A learning situation which is ambiguous is very frightening to a child. It is suggested that the tutor and pupil discuss the need for certain types of activities and design a schedule including time limits and usage of appropriate materials which will best meet those needs. It is important for each tutorial session to begin with a supportive activity which will enable the pupil to have some degree of success. In a similar fashion, the last activity should be planned so that the pupil will leave the Homework Helper Center with the feeling that he performed well.

The most difficult activities must be planned for short periods of time. Remember that the children coming to our program have not, generally speaking, had success with reading and related school work. The pupil coming to the program, therefore, must shift his attention from an activity of pleasure, that is, play, to an activity with which he has experienced failure. This failure may be evidenced by a passive receptivity toward academic pursuits. A series of short successful activities leading from the simple to the more complex or difficult and then back to the simple, successful experience near the close of the program's two hours is suggested.

A pupil who shows aggressive hostility towards his tutor must be helped. The aggressive, hostile behaviour must be transformed into a warm, friendly relationship betweem tutor and pupil. This is easier said than done. However, an attempt should be made to find the causes for the aggression or hostility and treating the cause rather than just treating the aggression or hostility which is not a cause but an effect. The tutor is in a unique position regarding the determination of the causes for hostile behaviour. However, he should not attempt to treat hostility alone. He must utilize the expertise of the Homework Helper Master Teacher in diagnosing pupil needs and in the development of an individualized tutorial program designed to give the child success with school related, academic activities in a program featuring a warm, one-to-one relationship between a high school tutor and an elementary school pupil.

Developing Rapport with Pupils

The importance of a good relationship between pupil and tutor cannot be underestimated. Almost 1,000 young high school boys and girls have been employed in the Homework Helper Program as tutors during the past few years. Most of them have been successful in developing a warm, friendly relationship with the pupils whom they have tutored. We are enclosing here some excerpts from papers entitled "Helpful Hints" which have been written by tutors employed in our program for your benefit to help you in your role as a Homework Helper Tutor. Each of the following paragraphs has been written by one of our tutors. The name of the tutor follows the paragraph in each case.

I think that the success of our program has been due to the relationship set up between tutor and pupil. These kids have rarely had the chance to work individually. The individual attention given to them is the real key to their learning. Our pupils have always been extremely cooperative and a joy to work with. It seems very odd to me that they like to spend time, after many hours in school, to do more school work. However, I've noticed that the children are always willing to work for their tutors. I think my pupils and other pupils continually try to please or impress me with something they recently learned. They bring little bits of information to me and they watch my reactions very closely. I've learned that the best way to get good results from my pupils is to show them that I trust them. Complimenting them on a well-done homework assignment pleases them greatly and encourages them to bring their work up to a high standard. Sandy Fuson.

Developing rapport between your pupil and yourself is essential to a successful program. It can be difficult if you are the type of person who cannot make friends easily. If you do not fit into this category, you can be sure things will work out beautifully. The first thing to remember is to always be patient. If your child has problems, which he usually does, help him with his problems. If, in five minutes, he repeats the same questions over and over, review the answers. Remember, never give up. Secondly, always be honest. In my opinion, the child appreciates knowing the truth and realizing that you are truthful rather than believing that you are flattering him when he knows he is not as good as you make him out to be. Thirdly, and most important, it is important to promote a friendly atmosphere. In this way he will feel at home and enjoy every moment of the program. Always remember that you are his friend, an older friend, never become his peer. If you do become his peer, he will take advantage of you and will lose his respect for you. Let him know that you are a tutor.

Janet Gantt.

The job of a tutor is not easy, but it certainly is rewarding. To be a tutor requires much time, effort, and a tremendous amount of patience. Patience is the key to being a successful tutor. The tutor must, first of all, win the respect of his or her pupil. If he does not accomplish this, then he will be plagued with a discipline problem all year. He cannot really make his pupil obey him out of fear, nor win his respect by force. He can do it only by showing his or her pupil as a person. The tutor should not only be an instructor to the child, but a person whom the pupil can confide in. The tutor should develop a warm relationship with his pupil rather than a relationship of instructor to student. But he should be firm when necessary. The tutor must make his pupil aware of the rules and at the same time interpret the rules to his pupil. If necessary, the rules should be bent a little, if this bending will be beneficial to his pupil. The child knows that you are not a teacher nor an adult, but really a youngster like himself. He will bear a resentment towards you if you try to play the role of an adult teacher, regardless of how friendly you may act toward him. I have two students who are opposites as far as academic work is concerned. One is in the third grade and the other is in the fourth grade. My third grader reads very poorly but does arithmetic rather well, whereas my fourth grader reads well but does arithmetic rather poorly. Neither of them has any knowledge of science and I try my best to supply sufficient knowledge to them in each of the above areas. The real reward in this job comes when you see the expression of understanding on a child's face, after you have tried to teach him something. When you recognize this expression or look in his eyes, it warms your heart and it is one of the most rewarding things that I know of. Kenneth Carosella.

An important thing to remember is to never push your child to do something he dislikes. At the first session the tutor should try to find out as much information about the child as he possibly can. Subjects which interest the child should be found out and remembered. A tutor should never lose his temper or his patience with the child. On a day that your child fails to attend the program a short visit to his house can help very much in developing rapport. Small inexpensive treats such as gum and candy can express your liking for him. If the child fails to do his work, a good tutor should try to find out why. It may be due to a fight in school or at home, or a big disappointment. It could be anything. Find out what caused the trouble and try to comfort him. If a tutor discovers that he can't get along well with a certain pupil, it is wise to tutor a different child. The teacher should be discussed about a change. A tutor should not put up a false affection because the child will soon find out that your feelings are not true. Samson Lum

Students and tutors should have a good relationship from the day they meet. This is very important because it will help them work together in a more relaxed, friendly way. Students must have confidence and trust in their tutors so that when they have a problem it will be easy for them to tell their tutors about the problem and the tutor will be able to help them. Tutors should try to help the child, not push the child. Be his friend and treat him as you would like to be treated to get wonderful results. If you have a good relationship with your student, it will be easier for him to learn. Peggy Ann Rojas.

The job of a tutor is not limited to helping a pupil attain better scholastic grades. It extends far beyond the realm of the classroom. The pupil should feel free to come to his or her tutor when problems arise, whether the problems be relating to relationships with teachers, friends, family, or the world in general. Last year I had a pupil whom I shall call Fred. Fred was one of eleven children in a home without a father. His older brothers were all tough, school dropouts. Fred lacked a basic moral knowledge of right and wrong. This led to Fred's stealing. Nothing big, just candy and joke books. Fred, not knowing that this was wrong, confronted me with the situation. I explained to him that what he was doing was wrong and so on. This led to both a remedy for the problem and a happier boy. Perhaps most pupils are not like Fred, then again all pupils are human. We all have problems, some large and some small. There are times when one needs a helping hand to guide one in the proper direction. Emotional stability leads to better scholastic achievement which is our aim. An understanding tutor will inevitably befriend and help a pupil in all respects. Brenda Turkeltaub

A friendly relationship should be shown by both tutor and pupil. Do not let the pupil become too friendly with you or he will start with you or he will start running and playing. Build the pupil's trust in you. Once a feeling of security and trust has been established, don't destroy it. Trust takes some time to build up and only a small incident can break it down. Brian Herschkowitz

When I tutor a child in the beginning, I let him know that I am a person and much more important, so is he. I have feelings and he has feelings. I'm here to help him learn and with learning comes fun. It's fun because he wants to learn things but also he wants to learn about people. He wants to be treated with the same respect as does the tutor. Veronica Aiken

I think that the most important thing to do if you plan on tutoring a child, is to strike up a warm relationship with him or her. When you first meet the child let him know by your actions how much you want to help him, and show him that you are coming every day just for him. I think that aside from the friendly relationship it is essential to let your child be aware of your position. This way he will have more respect for you. I don't think you should, under any circumstances, let your child feel that you are doing this job just for pay. If you do the results will not be satisfactory. Barbara Diamond

First get to know your child. I get to know mine as a friend and not as a pupil. I make sure he knows me as well. I find out about his weaknesses, his dislikes and his ability to work in one session. We start off with homework, if any. I ask him if he understands it fully. If not, we go over what is troubling him, then we proceed. We get ready for reading after I've checked his homework. If I'm using the Readers Digest, I let him choose the story. He starts off with the key words, then he proceeds in reading. I write down his mispronounced words. But soon I break in and say "Here, let me read a couple of sentences." Before I start I explain to him that he shouldn't chop up his sentences. I tell him to listen to the smoothness in my voice, then I tell him to try what I did in the same manner. I say, "Say a few words at a time, not just one." It seems to work every time. After he finishes, I give him the short exercises from the book and I make up some of my own. We also go over any words that he had difficulty in pronouncing. After reading, we go on to math. We take it part by part. We don't leave a topic until I'm sure he knows it frontwards and backwards. But don't think all we do is work. In between we take time out for pretzels and fruit juice. I mix my reading with speaking. After he finishes his story we pronounce and spell any mispronounced words. Then we go on to experimentation in science. I take one of our science kits or some of his science study that he has learned in school. We also do work in social studies and spelling and a little music. However, before you start to help the child with his homework or anything else, you should first know your child like you know yourself. We, the tutors, are in a better position than a teacher. We have a one to one relationship with the child rather than one to thirty. I want to know my pupil first.

I want to know his ability in doing things. I do not mingle in his family affairs unless I see he is troubled by something. I want him to know me as well as I know him. I want him to believe that this is not a second school but a place where he gets help and meets people and has a little fun. When my child is ready to leave for the day and pack his materials, I want to feel that he has really learned something. I do not say "Well it is time to go," and drop it like that, but always say something cheerful, like "My you were bright to-day." These children seldom get a chance to hear this at any other time. You should never discourage the child. You should let him know that no matter what religion or race he is, there is no barrier between you and him or anyone else. If you should ever get angry at him, try not to call him names. Just look at him and continue. If you don't speak to him for a little while, he will know that you are angry. I've done this to my pupil many times and I guarantee satisfaction.

Jennie Johnson

The most important and hardest aspect of being a tutor for Homework Helpers, is the establishment of a good relationship between you and your pupil. You have to get the child to trust you, to like you, to confide in you, and yet your pupil must also respect you. The only way to get the child to like you is to be interested in him, his school life, and his home life. This can be achieved by asking the child questions about himself and his experiences. This does not mean that the tutor should constantly pry into the child's life. If the child does not quickly answer these questions, the tutor should stop and try some other attack. It is also interesting to the child to hear from the tutor the tutor's ideas on the subject they are talking about. This does not mean of course, that the child and tutor should talk all session long.

Before starting to work, however, I feel that a few minutes should be spent talking to the child. This relaxes the child and the tutor and makes the tutorial session go smoothly. When working with the child, the tutor must remember that the child is young and talking harshly will not help the situation. Instead of yelling at the child for not understanding something, the tutor must explain it over and over again, or explain it in a different way. The tutor must have patience. This sounds impossible but any other method will only confuse and frighten the pupil. Yelling will make the pupil resent you and he will then become uncooperative. Sometimes the tutor and the child must compromise and I feel there is nothing wrong with that. Making the child feel that you like him, enjoy tutoring him, and respect him as a human being, will make tutoring him much easier.

Judy Schechter

The key ingredients to success in working with an elementary school pupil, is the initial impression made on the child by the tutor. I approach my new pupil in a very easy going manner. I make the child feel that he is not in school. I find the child encouraged by his finding a lack of rigidity. A period of easiness should be followed by a very serious sounding statement pertaining to the nature of the program and its aims and how the pupil fits into the picture. Of course, the pupil's age must be considered in the wording of the statement. Thus, when the child leaves the center, he knows that he has made a friend in the tutor and that this friend can do more for him than any of his contemporaries.

Arthur Hausman

When I first decided to become a tutor I was afraid. I didn't think I'd know how to get the children to respect me while at the same time learn. On my first day I could tell that Isabel was nervous too, but she tried her best to be calm. I took an instant liking to her because she looked like a nice girl. I then decided to treat her not as a teacher would treat a pupil, but on more of a friendly older-sister basis. I've never talked down to her, but rather talked with her. I think I brought up her level of work because she trusts and respects me and acts like a mature person. I've never had to raise my voice to her during the entire program. She is not like a puppet, but knows when something's right or wrong and she does what she knows is right. I let her choose the reading material which we use and this she does willingly. I help her in her poorest subjects. I do this in a helpful manner, not in a patronizing manner. She has lost some of her bashfulness and speaks out more. We have a fine strong relationship and she and I treat each other as equals.

Barbara Grdf

The new tutor must try to make a good impression upon his student the very first day, if he is to command the respect and help him bring forth his fullest capabilities. The tutor must understand the student's school program and know what is expected of the student in school. I have tried to develop a good relationship with my students by establishing certain goals for the day and capping the day with games, interesting scientific experiments, or an appropriation of time for writing newspaper articles. This way the students can learn what is required of them and develop skills and creativity via the various recreational materials. Giving credit to the student when due, is very important. I have found in my work with my children that they must be given a feeling of confidence and success.

Joshua Feibusch

The first day with a pupil is perhaps the most awesome of all days. I even see this on the basis of my own substitute teachers who have just emerged from the ranks of the student teacher. When my class sees this they respond with bad conduct. I therefore suggest to newly appointed tutors that they try to maintain an air of friendly firmness for the first few days. In this way the pupil will have respect for you and you will have him conditioned for hard work. Never spend too much time on one topic. Always have an open mind. For instance, if you have found one method successful with one child do not prophecy that this method will be successful with all your children. Every individual differs and that is why there are many ways to perform one operation.

Gregory Lenchner

After a year of tutoring for this program, I have found that the pupil's outlook toward his work is the most important factor necessary for his acquisition of knowledge. I feel that it is imperative that the pupil have a feeling of self-confidence if he is to work up to his potential. The pupil must be complimented and given enough credit even when he achieves only the slightest success. It is this badly needed confidence that prompts the underachieved pupil to gain satisfaction from his work. As a result they will take a greater interest.

Pat Mittleman

To give the child confidence in himself is difficult. One way is to ask him to help in an analysis of his progress. Ask if he finds it easier to read. The answer will probably be a shrug and an "I don't know." Then try to bring back the memories of his difficulty over a particular word that caused a lot of trouble. Make sure that he knows the particular word now. Ask him to read the word and he will tell it to you. Then recall the day when he was unable to read or remember that particular word and remind him that he can read it now. Do this with several words and keep emphasizing how much he has learned. Soon he realizes that he actually has advanced which makes him happier and eager to learn. Marily Seskin

Developing a relationship with my pupils was very easy. In fact we have become very good friends. I often see my pupils after school and on weekends. I have become acquainted with their parents, and I have gone to their homes and they have gone to mine. I find that the best way to gain my pupil's confidence is to confide little details to them. In return, they will share some of their secrets with me. Being a dictator over your pupils is the best way to make an enemy. My pupils like to be asked what they want to do. Of course you can't always allow them to do what they want. A little suggestion usually brings them around to your way of thinking and sometimes close to it. Anyway, the best way to get along with your pupil is to show a little respect for him and to expect respect in return. Dolores Sing Won

The first moment a tutor comes in contact with his pupil, he should promote a friendly relationship. This is most important. To be able to talk freely and to say exactly what is on one's mind, shows a good relationship is in the making. After the elementary introduction, the tutor should find out, through a discussion, the likes and dislikes of his students. In this way he knows just what to say and what to do. I have found that forcing a pupil to do something is not a good idea at all. This gives the student more of a reason not to do it. To arouse the student's interest in doing something, a tutor should explain the advantages and keep on emphasizing the importance of the activity. Sooner or later, the pupil will attempt to do what you have suggested.

Karen Adelman

I've been tutoring for three years now and strongly believe I have sound understanding of the entire tutorial process. One of the most vital aspects of this process is to possess a friendly relationship with the pupils you are tutoring. The student, often with a great amount of insistence from his parents, arrives at the Homework Center. He has just gone through six hours of schooling. His friends offer him an afternoon of fun and pleasure and the pupil must select the Homework Helper Program. The tutor is with him. The student wonders "Is this someone who represents complete authority or can this person possibly represent someone who will be a friend." A friendly act at this time will promote an incentive to the pupil. The pupil, in order to learn must attend the program regularly, and the tutor must lure him in. When the tutor first meets the pupil, he should just converse with him. He should inquire in a friendly way about his family life, his ambition, his aspirations, and his most definite problems. The pupil will notice the concern of the tutor and once the pupil's confidence is gained the road to learning is opened with few obstacles. After each session, when the student has completed his assigned work and reading, the tutor should set aside a few minutes which he should use for a talk with his pupil. The tutor must attempt to relay the importance of learning while simultaneously preparing him for his schooling. Joseph Helfgot

Developing a good and interesting relationship is of importance to both the tutor and the pupil. I try to gain the pupil's respect by talking to him about things in which he is interested, which he considers important. I feel that by this method I cover more work, without the problem of having my student fight me. Elliott Levine

Each tutor should get to know each pupil well and remember that one child is different from another. Each must be treated accordingly. One must remember to have patience and to show the child you are sincere. I have tried to teach the children that learning can be fun. I want the children to know I am their friend and that this is not just a job to me. He must know that I care if he learns. The pupil in turn knows what is expected of him and knows that I am his friend and also his tutor. In all the areas of learning, I have tried to develop the pupil's self-confidence in whatever they undertake. Helen Zwyer

Children who come to Homework Helpers need a lot of encouragement. Most of them lack self-confidence and you, as a tutor, can help them by being their friend and by understanding their problems. In order to develop a compatible relationship with your pupil, you must not laugh at him or insult him. When the child feels that he understands his work, he is inspired to work harder. Barbara Zumer

When a new tutor meets his pupil, he must realize that the child is in need of help. The pupil may need help in reading or arithmetic and the tutor should concentrate in specific areas. If, after the tutor explains something, the pupil still does not understand it, the tutor should be patient and go over it again and again. The pupil will have to trust the tutor completely before he stops being shy. By trying my hardest, and winning the confidence of my pupils, our relationship has developed into a sort of friendship. My pupils trust me completely and listen to me. By having my pupils read every time we meet, I think I have gotten most of them to really enjoy reading. I try to have all of my pupils become constant visitors to the library.

Beverly Newman

From recent experiences, I have found that you are able to get through to a child and have a friendly relationship with him if you understand the child. You can understand him simply by talking about his likes and dislikes. For example, I had one pupil who was very wild and never wanted to do anything. However, I always overheard him talking to his friends about the Boys' Club and Bat Man and this is where I came in. At every session we took about ten minutes out of his recreation period aand just talked about Bat Man, Robin, and the Boys' Club. Through this little opening I was able to get the boy to sit down and to do real work for the rest of the session.

Juanita Pinckney

I find that it is easy to develop a rapport with the child if you talk about his interests. Ask him about what he did in school today, or what he is going to watch to-night on T.V. You shouldn't scream or punish him because if you do, he will lose respect for you or lose interest in what he is doing. When you are dissatisfied with his behavior, just sit quietly until he starts working again. Remind him of the work that he must do. It helps if you compliment him often on his progress. It also helps if you bring him something once in a while. Just a candy bar now and then will give him a sense of responsibility toward you.

Escorting your pupil home at the end of the session may help you to understand him better. He feels free to speak and at the same time gets to know you better. I remember when I first met my pupils I didn't really know them, but escorting them home I found out a great deal about their habits and personalities. When I talk to them they talk back calmly and freely. I sometimes treat them to a soda or candy. I know that they enjoy being around with me.

Jose Sosa

Escorting the children home seemed to me a problem at the beginning of the program. I thought it was ridiculous to walk an eleven year old child home. I think the pupils also felt funny about this. At the beginning she used to be quiet most of the way home. Later on she became more confident. I began to talk to her on subjects that I knew she would enjoy talking about and before I knew it, she was able to speak to me more freely. When a girl tutor escorts a boy pupil home, I think it is harder to make him talk. I think the boy may feel a little embarrassed in front of his friends. However, when I have a boy pupil, I talk to him about his friend, Johnny, since he and Johnny are such good friends, I figure this would help. It did, and now Robert doesn't seem to mind my walking him home. Escorting the children home is the only time you can really find out how they feel about things.

Anonymous

I suggest that you get to know the parents. If I have any difficulty the parents are always willing to help. I also suggest that you give your pupils your undivided attention, so that they will realize your main interest is in them. If a pupil gets out of hand, a heart to heart talk always helps. I suggest you become good friends but do not treat them as peers because if you do, you diminish your authority. Inez Singletary

The best aid for a tutor's attitude and relationship toward a pupil is experience in the program. In the beginning the pupil might try to outsmart you and will test you. But as you get to know each other, you will be able to understand each other and will have more knowledge and experience behind you to guide you in coping with the different situations you will face. You can't just let your pupil have his own way, he'll soon lose his respect for you. Rosalinda Arroyo

Newly appointed tutors should carefully observe the experienced tutors at work in order to develop some techniques and to know more or less what to expect from the pupils. New tutors should become vary familiar with the necessary materials in advance so they know what they can use with their pupils. The first concern of a new tutor should be to build up a friendly relationship with his pupil rather than to rush into work. Once his pupil likes and trusts him, it will be easy to communicate with the pupil and to get his work done. The development of a good relationship is one of the most important aspects of the Homework Helper Program. If the pupil does not like his tutor or does not get along with him, it is impossible to get anything done. The tutor, on the other hand, may not like his pupil, but it is his responsibility to take an interest in the child. The tutor must remember that the child is coming voluntarily and is under no obligation. In my relationships with my pupils, I try to act friendly and bring out their sense of humor while still remaining friends. If you fool around with your pupil a little, he won't mind doing the work, but you have to know when to get serious. The key to being a successful tutor is knowing how to combine the fun and work in the proper amount. I think the most important thing in getting the pupil to work is to talk to the child and get him interested enough in a certain topic to express his own ideas on it and to begin work. David Wisotsky

The best method for learning how to tutor is to observe other tutors. I say tutors, because the new tutor should see many different methods that different tutors use with various children. You cannot treat two children alike because they react differently to the same methods. A new tutor should also ask more experienced tutors and the Master Teachers, how they should best handle certain problems. One of the most important points in starting is to win the respect of the child you are tutoring. Once this is accomplished, he will more or less go along with your methods of teaching him. It is important to have variety in each session. The whole session should not be spent fully on work, but should be broken up with recreation, etc. Dale Kestenbaum

Overview of the Elementary School Curriculum

The Homework Helper Program must be considered compensatory and supportive. It is compensatory in that it is designed to compensate for the various social, economic, and education deprivations of the children enrolled. It attempts to do this by giving the youngsters enrolled as pupils additional hours of school work and the attention of individualized tutorial sessions. It is supportive in that the Master Teachers and Tutors attempt to support the regular classroom teachers in their work of education. The youngsters enrolled in the Homework Helper Program attend regular classes from 9 in the morning until 3 in the afternoon. It is important therefore, that Tutors are aware of the educational content and curriculum of regular classroom instruction. Communication between the Tutor, Master Teacher and Classroom Teacher is also important if we are to avoid an educational program which goes in various directions at the same time instead of toward a common goal. Your Master Teacher will work with you in setting up a formalized communication between you as Tutor and your pupil's Classroom Teacher. Usually this communication takes the form of a written report from you to the teacher. In this report you will outline what you have been doing and plan to do with your pupil. You will also ask the Classroom Teacher for specific suggestions regarding tutorial instruction which the Classroom Teacher may suggest to you. These communications are then sent back to you and give you leads regarding specific shortcomings in various curriculum areas which you can then concentrate upon in your tutorial sessions.

It is important for you to know something regarding the aims and objectives of elementary education in N.Y. City. The following specific objectives have been accepted by the Public School System in New York City:

1 - Character - To develop the basis for rich, useful, moral and ethical living in a society promoting the common welfare.

2 - Our American Heritage - To develop pride and faith in American Democracy and respect for the dignity and worth of individuals and people, regardless of race, religion, and nationality or socio-economic status.

3 - Health - To develop and maintain a sound body and to establish wholesome mental and emotional attitudes and habits.

4 - Exploration - To discover, develop and direct individual interests and abilities.

5 - Knowledge and Skills - To develop command, in accordance with ability of the common integrating habits, learnings and skills.

6 - Thinking - To stimulate the inquiring mind and sound thinking functionally necessary for the development of reasoning based upon adequate hypotheses, supported by facts and principles.

7 - Appreciation and Expression - To develop an appreciation and enjoyment of beauty and to develop powers of creative expression.

8 - Social Relationships - To develop desirable social attitudes and relationships within the family, the school, and the community.

9 - Economic Relationships - To develop an awareness and appreciation of economic processes and of all who serve in the World of Work.[1]

---

[1] Board of Education of the City of New York, Curriculum Development in the Elementary Schools. (New York: Board of Education, 1958), p. 2.

Curriculum Areas - The curriculum is organized into seven areas as a convenience in grouping activities, experiences, and subject matter. Actually a great deal of overlapping is in evidence. There are, for example, elements of language arts in every situation. The following allotments of time have been suggested for the third grade pupils:[1]

	% of Time
Language Arts Group - Speech, Conversation, Discussion, Reading Writing, Spelling, Literature, Usage	30%
Social Studies	10%
Science, Health Teaching	10%
Mathematics	10%
Arts and Crafts - Music, Drawing, Painting, Dramatization, Building & Constructing	20%
Physical Activities, Trips, Games	20%

The suggested time allotment for classes in grades 4, 5, and 6, are as follows:	% of Time
Language Arts Activities	30%
Social Studies and Citizenship	20%
Science, Health Teaching	15%
Mathematics	15%
Arts and Music	10%
Planned Physical Activities, Trips and Games	10%

---

[1] *Ibid*. P. 7.

The Language Arts Curriculum -- The general objectives of the Language Arts in the New York City schools have been stated as follows:

1. To help children participate with maximum effectiveness in situations involving the organization, assimilation, and expression of ideas.
2. To help children acquire the specific language skills of listening, speaking, reading, writing, spelling, handwriting and studying.
3. To acquaint children with good literature and to create and sustain an interest in reading it.
4. To broaden children's experiences through the mass media and to teach a discriminating and effective use of these media.
5. To stimulate an interest in language and to extend children's appreciation of its development, beauty, function, power, and significance as a tool of learning.
6. To help children develop ethical standards, make sound judgments and assume moral responsibility for their spoken and written word.[1]

---

[1] Ibid. P. 16.

The Scope of the Language Arts in Grades 3 and 4 has been outlined as follows:[1]

1 - Reading and Literature -

Developing facility and versatility in reading with balance between silent and oral reading.

Development of work study skills.

Reading appropriate poems and stories for appreciation, memorization, and broadening of interests.

Extending library skills through the use of the class, school and public libraries.

2 - Oral Communication -

Providing opportunities for talking to and with others in oral speaking, dictating, delivering messages, reading to others, reciting poetry, spontaneous reporting, story telling, conversation, discussion, dramatic play, evaluation, interviews, introductions, planning, telephone conversation, giving directions, broadcasting, describing, telling anecdotes, jokes, riddles, taking part in elections and creative dramatics.

Maintaining, developing and refining the social and communication skills needed to carry on the activities listed in this section.

Listening, observing.

Maintaining and improving techniques of listening and sharpening the powers of observation to first hand experiences and to visual media.

3 - Written Communication -

Compiling lists, addressing envelopes, etc.

Writing cooperatively or independently composed verse and prose of factual and expressional type.

---

[1] Ibid. P. 17.

Writing sentences and paragraphs from dictation.

4.- Mechanics of Oral and Written Communication -

Spelling. - Words based on difficulty and frequency of use in written work.

Alphabetization and dictionary skills.

Word attack and word study methods.

Correction of errors.

Handwriting. Transition from manuscript to cursive writing.

Maintaining, developing, and refining mechanics.

Sentence and paragraph development.

The scope of the Language Arts in grades 5 and 6 has been listed as follows:[1]

1 - Reading and Literature

Continued progress and extension in reading and word study skills.

Reading appropriate poems and stories for enjoyment, appreciation, memorization, broadening of interest, and refinement of literary taste.

Developing advanced library skills through the use of the class, school, and public libraries.

2 - Oral Communication -

Speaking - Providing opportunities for talking to and with others in situations outlined in grades 3, 4, and in addition, forums, panel discussions, dramatic art, meetings.

---

[1] *Ibid*. pp. 17-18.

Maintaining, developing and refining the social and communications skills needed to carry on the activities listed in this and the previous section.

Listening, observing, developing critical listening and sharpening powers of observation in first hand experiences and to visual media.

3 - Written Communication - Maintaining and refining activities of previous grades and taking notes, compiling a bibliography, preparing simple outlines, work and narrative charts, legends and keys.

4 - Mechanics of Oral and written Communication -

Spelling - Words based on difficulty or frequency of use in written work. Alphabetization and dictionary skills, word attack and word study methods.

Carrying on supporting activities.

Correction of errors.

5 - Handwriting - Developing and refining cursive writing.

Maintaining, developing and refining mechanics. Sentence, paragraph, plot and story development.

Mathematics

The objectives of elementary school mathematics in New York City have been described as follows:

1. To develop mathematical concepts and understanding of relationships among measures, numbers and processes.

2. To develop mastery of basic number facts and techniques of computation.

3. To use mathematical knowledge and computational skill in solving problems.

4. To develop interest and assurance in using mathematics for the purpose of solving problems in children's experiences.[1]

The Mathematics program in New York City is developmental. Children are taught to progress from the contrete to the abstract, two steps which are called developmental levels of learning. These have been described as follows:

1 - *Experiences* - The mathematics is derived from children's experiences.

2 - *Representative materials* - Concrete materials are used by children to represent the mathematics in their experiences and to help them think out mathematical principles.

3 - *Thinking through of mathematical relationships* - Concepts grow and are clarified and understanding and insights are developed as children derive relationships among numbers and processes and other mathematical ideas. Children learn to arrive at a mathematical solution in a number of ways.

4 - *Written Computation* -Mathematical insights are further developed as children do written computation. At first children use mathematical symbols as records of the mathematical experiences. Children compute in a variety of ways as they think out solutions to problems. Finally, they learn to compute in conventional ways. All of these contribute to the development of insight and facility in computation and problem solving.[2]

---

[1] Ibid. p. 19.

[2] *Ibid*. p. 19.

Scope of the Elementary School Mathematics Program -

Grade 3 -

1 - Extended concepts of bulk and liquid, distance, place, shape, speed, temperature, time weight: understanding and use of nonstandard measures of bulk and liquid, size, distance, weight: understanding and use of standard measures of liquid, length, temperature, time, weight.

2 - Concepts of halves, fourths, and thirds.

3 - Numbers through 20: groups, money, place value, addition and subtraction facts, column addition, concepts of multiplication and division - 2's, 3's, 4's, 5's.

4 - 2 and 3 place numbers: place value, money, understanding and use of addition and subtraction with 2 place numbers.

Grades 4 -

1 - Extended concepts of bulk and liquid, distance, place, shape, size, speed, temperature, time, weight: extended understanding and use of nonstandard measures of bulk and liquid, size, distance, (length), time, weight; extended understanding and use of standard measure of liquid, length, temperature, time, weight.

2 - Understanding and use of halves, fourths, eights, thirds; addition and subtraction with these fractions.

3 - Extended understanding through 4-place numbers, understanding of the Roman number system.

4 - Understanding and use of subtraction with 2 and 3 place numbers.

5 - Extended understanding of multiplication facts and related division through 9's. (nines).

6 - Understanding and use of multiplication by 1 - place multipliers.

7 - Understanding and use of dividion by 1 - place divisers.

Grade 5

1 - Extended concepts of bulk and liquid, distance, place, shape, size, speed, temperature, time, weight: extended understanding and use of non-standard measures of bulk and liquid, length, (size and distance), time, weight; extended understanding and use of standard measures of liquid, length, temperature, time, weight; understanding and use of fractional parts of measures.

2 - Extended understanding of the numbers through 5, 6, and 7 place numbers.

3 - Extended understanding and use of addition and subtraction through 4-place and larger numbers.

4 - Extended understanding of and use of multiplication and division of 1-place numbers.

5 - Understanding of multiplication and division by 2-place numbers.

6 - Extended understanding and use of fractions through 12ths.

7 - Understanding and use of addition and subtraction with fractions and mixed numbers.

Grade 6

1 - Extended concepts of bulk and liquid, distance, place, shape, size, speed, temperature, time, weight; extended understanding and use of non-standard measures of bulk and liquid, length, time, weight; extended understanding and use of standard measures of length, liquid, temperature, time, weight; extended understanding and use of fractional parts of measures: understanding of denominate numbers.

2 - Extended understanding of larger numbers and use in addition and subtraction.

3 - Extended understanding and use of multiplication and division by 1- and 2-place numbers; by larger multipliers and divisers, for more mature children.

4 - Extended understanding and use of fractions through hundredths.

5 - Understanding and use of addition and subtraction with fractions and mixed numbers, of multiplication and division of fractions and mixed numbers by whole numbers.

6 - Concepts of decimals and percents, addition and subtraction of decimals and mixed decimals, multiplication and division of decimals and mixed decimals by whole numbers.[1]

Social Studies

The objectives of the New York City Social Studies curriculum have been expressed as follows:

1 - To acquire basic knowledge, skills, and concepts in Geography, History and Civics.

2 - To develop good human relationships.

3 - To develop character and ethical standards.

4 - To acquire habits of critical judgment.

5 - To develop the desire and ability to participate and work together in a democratic environment.

---

[1] *Ibid*. p. 19-20.

6 - To develop the interest and attitude fundamental to a faith in the ideal of American democracy.[1]

Scope of the Social Studies Program

Broad Topics - Grade 3.

1 - Food, clothing, homes - protecting the things we use.
  A - How and where we get our food.
  B - How we get and care for our clothing.
  C - What kinds of houses we have.
  D - How we can protect the things we use.
2 - Transportation and communication.
  A - How we travel and send goods from place to place.
  B - How we communicate with one another.
3 - Health, safety, and recreation.
  A - How we can keep safe and healthy.
  B - How we can have fun.
4 - Living in old New York.
  A - How the Indians lived in this locality.
  B - How the Dutch lived in New Amsterdam.

Grade 4.

1 - Our city - New York
  A - How and why our city grew.
  B - How New Yorkers make a living.
  C - What our government does for us.
  D - How we get our water supply.

---

[1] *Ibid.* p. 26.

2 - Living in other communities in the United States.

  A - How people live in different communities in New York City.

  B - How people live in a small American community.

3 - How people live in distant lands.

  A - How people live in a tropical land.

  B - How people live in a cold land.[1]

Grade 5.

1 - How the colonists became Americans.

  A - How America came to be discovered and explored.

  B - How the colonies were settled and developed.

  C - How the colonies gained their independence.

  D - How the country developed its government.

2 - How we opened up the middle west.

  A - Why the pioneers moved westward.

  B - How the middle west was settled.

  C - Why the middle west grew.

  D - Ways of living and how they have changed, 1800 to the present.

3 - How we explored and settled the west.

  A - Why the pioneers continued to move farther west.

  B - How the west opened up.

  C - How the west was settled and developed.

---

[1] Board of Education, Grade Guide: 3-4 (Board of Education, New York: Board of Education, 1962), pp. 111, 112.

4 - How the south grew and changed.

A - How the old south developed.

B - The Civil War.

C - How the south emerged.

5 - How Americans have developed a great nation.

A - How our resources aided in its growth.

B - How our resources made possible a variety of occupations.

C - Significant contributions of outstanding Americans who have enriched our lives.

Grade 6

1 - How we became the modern United States.

A - How the spread of democratic ideals made for a better America.

B - How the machine age affected national progress.

2 - How we are linked to the other Americas.

A - How the history of Latin America and Canada influenced their governments.

B - Why the other Americas are inter-dependent.

C - How great leaders help their people.

3 - How we work with other countries.

A - How geographic factors influence world progress.

B - How the people of Europe live and work.

C - How the people of Asia, Africa and Australia live and work.

D.- Our relationship with other people.

4 - How we have worked for a better world.

A - How we help people in other places.

B - How the idea of world peace developed.

C - How the United Nations works for world peace.

5 - Living in the United States today.

A - How living and working conditions have improved.

B - How we are governed.

C - How mass media affect us.[1]

Science

The objectives of the New York City science curriculum have been outlined as follows:

1 - To help children acquire an understanding of their relationship with the environment.

2 - To help children grow in the ability to think clearly and logically (scientific thinking) and in the ability to distinguish fact from fancy, or proven principle from superstition.

3 - To help children solve problems and discover new facts by using the methods of science, as: experimenting, observing, reading, going on planned field trips, asking questions and consulting authorities.

4 - To help children gain experience, develop skills, and acquire confidence in the use of the various methods of finding answers to questions.

5 - To help children broaden their interest in the world about them and develop an appreciation of the rhythm and orderliness of natural phenomena.

6 - To help children gain an appreciation of the potentialities of science for the improvement of human welfare; and of the dangers of its misuse.

7 - To help children grow in the moral and spiritual values which exalt and refine the life of the individual and society.

8 - To help children develop an abiding interest in science and scientific pursuits.[1]

---

[1] Board of Education, Grade Guide:3-4 (New York:Board of Education 1962) p. 146.

Sequence of Topics

Seven major topics are taught in all elementary grades. These broad topics are as follows:

1 - Magnetism and electricity.

2 - The earth in space.

3 - Living things.

4 - Sound and light in communication.

5 - Weather.

6 - Motion and force in transportation.

7 - The earth and its resources.

Detailed material in each of these topic areas is included in a series of seven handbooks published by the New York City Board of Education. Teachers select topics according to the timeliness of the subject matter, the possible coordination of other curriculum areas, and the needs and interests of the children.[1]

Other Curriculum Areas

The elementary school curriculum also includes activities relating to art, music and health education. In order to help Tutors fully comprehend the elementary school program, the objectives of each of these curriculum areas are included here.

Art

The specific goals of the art program have been stated as follows:

1 - To provide an additional means of communicating ideas and feelings.

2 - To develop habits of orderly and creative thinking.

3 - To release the creative urge through individual experimentation with various art materials.

---

[1] Ibid., p. 149.

4 - To develop an awareness and appreciation of beauty.

5 - To develop manipulative skills in the use of varied materials, tools and processes.

6 - To develop an appreciation of color, proportion, design and texture.[1]

Music

The specific goals of the elementary music program have been stated as follows:

1 - To develop an appreciation and love for music.

2 - To gain pleasure through singing, listening, playing instruments, creating and responding to rhythms.

3 - To sing rote songs, observation songs and reading songs with good tonal quality.

4 - To play instruments of the rhythm band, orchestra and band.

5 - To create melodies and rhythms as a means of expressing ideas and emotions.

6 - To recognize and develop taste for music of a high quality.[2]

Health Education

The objectives of the elementary school health education program have been outlined as follows:

1 - To improve and maintain the health of each child.

2 - To develop desirable attitudes and habits of health and safety.

---

[1] Board of Education, Curriculum Development in the Elementary Schools, (New York: Board of Education, 1958), p. 10.

[2] Ibid. p. 14.

3 - To impart knowledge that will help each child to protect his own health and safety and the health and safety of others.

4 - To develop skills in recreational activities for the enjoyment of present and future leisure time.

5 - To correct remedial defects.

6 - To develop sportsmanship, team work and other desirable social behavior.

7 - To enlist parental cooperation in maintaining and improving children's health.[1]

Summary

As stated earlier, the Homework Helper Tutor is engaged in a compensatory educational program designed to support the work of the classroom teacher. The individualized attention received by the pupils in their tutorial sessions will help to compensate for the educational disadvantages of our pupils. A knowledge of the school curriculum will enable the tutor to engage in tutorial activities which support regular classroom instruction. Some tutors may be interested in a more detailed analysis of the regular curriculum than can be presented here. They are referred to two main sources both published by the New York City Board of Education. These are the publications known as Grade Guide: 3-4 and Grade Guide: 5-6, Each of these publications in turn contains a detailed bibliography including a listing of all pertinent Board of Education publications. If you, as a tutor, are interested in a study of these publications, it is suggested that you consult with your Master Teacher. A study of these publications is especially recommended for tutors who are considering teaching as a career.

---

[1] Ibid, p. 12.

in a study of these publications, it is suggested that you consult with your Master Teacher. A study of these publications is especially recommended for tutors who are considering teaching as a career.

Helping with Homework

The name of our program, the Homework Helper Program, is actually a bit of a misnomer because it implies that pupils attending our program receive help with homework and nothing more. Actually, we have found during the past four years that homework help does play a part in our program, but only a part. We do expect the tutor to help his pupil with homework assignments. This help,however, should be given in such a way that the pupil learns how to study on his own. Another way of saying this is - use the homework assignments as vehicles for the development of study habits and skills. You will find that there is much variation in the amount of homework received by your pupils. Some classroom teachers give more homework assignments than others. Some concentrate on a certain kind of homework assignment, while others give many different kinds of assignments. There is also a variation from month to month with a great deal of homework being assigned during one time of the year and relatively little given during another part of the year. Generally speaking, the tutor should spend from thirty to forty-five minutes of the two hour tutorial session on homework assignments. The tutor should attempt to help the pupil to help himself. The tutor should show the pupil how to do homework. It is not necessary to complete all homework assignments during the tutorial session. If a pupil, for example, has twenty similar problems in mathematics the tutor should instruct the pupil until the pupil is able to solve three or four problems. The tutor should then instruct the pupil to complete the other problems at home and go on to another activity. Similarly, a pupil with twenty spelling words should be taught how to study spelling, how to look for difficult spots and so on. The tutor and pupil should then study 4,5 or 6 of the hardest words together. The pupil should then study the rest of the words on his own.

Very often pupils do have homework but are not aware of the specific assignment. The tutor can ascertain the work being done in class in various subject areas and plan activities which reinforce classroom learning. It is not suggested, however, that the tutor give homework assignments to his pupil. In order to help the pupil reinforce classroom learning, tutors should be aware of the kinds of homework activities usually given by teachers. Illustrations of various kinds of homework assignments include all of the following:

1 - Writing activities - spelling, outlines, answers to questions, mathematics.

2 - Listening activities - to television programs, to radio programs, to unusually worthy motion pictures, and so on, preparatory to class discussion, reporting, or other follow-up activity.

3 - Reading activities - textbooks, library books, newspapers, magazines, encyclopedias.

4 - Observing and reporting activities - field trips, excursions, plays, exhibits.

5 - Research activities - interviewing, reading source material, looking at pictures, studying maps, investigating information at local libraries.

6 - Project activities - Making dioramas, charts, scrap books, picture collections, maps, puppets, posters, science fair exhibits, and so on.

7 - Figuring or calculating activities - Doing problems, making graphs, confirming answers.

8 - Drill and practice activities - Facts, problems in mathematics, spelling words, vocabulary work.

9 - Study assignments - Reviewing for tests, fixing facts, preparing for panel activity, summarizing.[1]

The tutor must help the pupil develop good work habits regarding homework assignments. A homework assignment book should be used by each pupil with neat, complete entries made by the pupil during the school day. This should be checked by the tutor at every session. If necessary the assignments should be made clear to the pupil. All necessary materials must be available during the tutorial session including textbooks related to the assignments, paper, pen, ink, rulers and other specialized equipment.

Pupils will be reticent about doing assignments in their poorest subjects. Let them begin in the area in which they feel comfortable. Generally speaking, our pupils have not had much success with homework assignments. The help you will be able to give to your pupils will enable them to achieve immediate success. When a homework assignment is brought in to school which is complete, neat and accurate your pupil will be commended by his teacher. Your pupil in turn will be thankful to you for your help and will be eager to return for more tutorial instruction which will lead again to success and a compliment from his teacher. Motivation is at work here because your pupil will now become eager to achieve success in the completion of his homework assignment. Take advantage of it but remember the Homework Helper Program also includes work in reading, other curriculum areas and must provide for recreation and fun.

---

[1] Board of Education, Guide for Newly Appointed Teachers in the New York Elementary Schools, (New York: Board of Education, Elementary Division, 1964), p.491-.

It is important to realize that all curriculum areas involve language arts activities, especially reading. In fact, we believe every tutor should try to use homework assignments in all curriculum areas as lessons in reading as well as in subject matter content. It is also important to constantly remind yourself that you are concerned with the development of study habits and works skills by your pupils. Do not do his work for him. Instead, help him to do his work well and successfully. Some of our tutors have written to you regarding the role of homework assignments and how they handle them and the development of study habits and works skills. These are illustrative of the kind of things that you may try as a tutor:

I have found out that the trouble with homework is not getting the pupil to do the homework but to keep him from doing the homework.

The pupil often comes to Homework Helpers, as the name implies, to do just homework. This cannot be done because reading and writing is also included in the program. Occasionally your pupil may have a very heavy homework assignment and this causes a problem. The pupil wants to do all of his homework, the tutor wants to do some reading. This has happened to me several times. I handle the situation simply by having the pupil do the part of his homework which he does well. This usually works because I add the words "when you are finished we'll have time to play a game." Manuel Badillo.

You will find that pupils in the lower grades such as the third will get little if any social studies homework. The fourth grade pupils have some. But if you have a fifth or sixth grade pupil, he usually has plenty of social studies homework. In most cases the pupil has the answers in his textbook but you may sometimes have to use reference books as well. You will find that boys enjoy social studies more than girls. In any case let the pupil look up the answers by himself and then go over with him what he has looked up before letting him write it down. Social studies can be made interesting to the pupil if you tell him stories, show him pictures from other books, and so on. H. Dinella.

After my student and I gathered all needed material we went to our room. We talked about the day's activities for more than five minutes. Then I would ask her if she had any homework. The majority of the time the answer was yes and it was usually mathematics.

Since my student was poor in math I had to move very slowly with this. Your first object should be to see if the child understands what his homework is about. Discuss the kind of problem. If the child understands it let him do a few just to make sure he understands then let him do the rest at home. But if the child does not understand the type of problem you will have to take the problem and break it into its simplest form. Continue illustrating the problem to him until he knows it perfectly. When he learns one step, move on to the next. Don't think you can do this in one session. It took me months before my student had any real idea of what mathematics really is. Paula Anselmo.

When I first started to help the kids with their homework, I found that they did not enjoy doing it and I did not enjoy teaching it. I found many ways to make homework more enjoyable. The first way was to let the children do their math homework on the blackboard. The children liked writing on the board so the homework went faster. After the work was corrected, the pupil would copy it on to his paper. For homework in finding the opposite of a word we would play a game of hot and cold. He would tell me the word he needed to find the opposite of and I would tell him if the opposite word was displayed in the room. The child would move a certain amount and I would tell him whether he was getting hot or cold. I also found that if I let the child make believe that he was the tutor it made the homework easier. He would act like I did and not know the answer to the homework question. Then the child would have to act like the tutor and give me the answer and explain the answer so that I would understand it. Diane Auerback.

One of the primary purposes of the Homework Helper Program is to help the students with their homework assignments. In my tenure as a tutor, I have found this area the most difficult to handle. Problems arise from the student and from the homework assignment itself. One problem is to get the student to admit he has homework. This can be accomplished in one of two ways. The first is to try to reason with the student. Tell him that if he doesn't do the homework now he will have to do it later anyway. This method is sometimes effective. You can also ask another student in the same class what the homework assignment is. This method never fails. The second problem is what homework to do. Homework consisting of writing words five times over, and other assignments of that type, are a waste of time. Math, science, and social studies are usually the best to do with your student. Science and social studies are especially good since they entail reading skills. In this way, you kill two birds with one stone. I have found the best material to use is the student's own textbook. Maps and globes are also good for social studies. Since the teacher usually uses a specific book, my advice is stick to that text. Last but not least, is the problem I have encountered with modern mathematics. Math has changed since I went to school. A good way to check the kind of methodology used in the pupil's math class is to glance through the student's textbook and to study his class notes. Joseph Schmitka.

In tutoring my pupil, the first thing I have them do is to take out their homework assignment. We go over whatever they don't understand. If the pupil does not have any homework, we will review some work they have had before. When we have finished this we go on to one of the reading selections. Esther Davis.

In helping a child with his or her homework, I first ask what they don't understand. Then I explain the problems and give them many examples. I start with easy ones and then go to harder ones. The child likes to see his progress. Sometimes if you give him hard problems at first and then the same hard problems later on he understands that he has learned something. Veronica Aiken.

I ask each pupil three questions. One, what is the central idea of this lesson. Two, what doesn't he understand about the lesson. Three, how can he improve his work in school as well as at home. All the pupils I have worked with seem to enjoy answering these questions. In this way it is easy for them not daydream or allow the mind to wander to imaginary things. Mary Everett.

The way I help my child with his homework is to have him clearly understand what he has to do. I have him open his notebook and read it over very carefully. I then let him do what he knows how to do well first. I then help him to do what he does not know. Maxine Gee.

I let my pupil do his homework while I watch. If he gets an answer wrong I ask him to explain why he picked that answer. Then I show him the right way to do the problem. After he finishes his homework I give him more problems like the ones he got wrong. Charles Levine.

Carmen has always been a smart child but kept a messy notebook and did her homework carelessly. I continuously told her while she was doing her homework to do it neater. This method of constantly reminding her showed no favorable results so I tried something else. After warning her that I would make her rewrite her homework, I calmly picked up her sheet, ripped it up, and told her to rewrite it. Of course, she did. With no hard feelings on her side, we have continued ever since with one exception. Her homework is now always done neatly. Even if she does her school notes sloppily her habit of writing her homework neatly is bound to wear off on her eventually. Carmen also walked into our room with her notebook ready to do homework. But there was one thing wrong - the majority of her papers were not in the looseleaf but behind in a pack. When I told her to fix her notebook she refused. I then told her we would not work until she had the papers in their proper place. She put them in place and ever since her notebook has been neat and orderly. Jerry Miller.

I often made a social studies assignment a reading assignment. Jose would have to read a one page story in his social studies workbook and then answer questions. I followed the same procedures I used when teaching him reading. I quizzed him on the material he read and had him pursue the main concept of the story. I also made use of maps in the book and those that I drew on the blackboard. One of my students had a serious language problem. When he read I saw that he had a small vocabulary and was uncertain about phonics. I proceeded to review this with him. I made a separate word list for each sound that was troubling him. I also spent much time with him on the meaning and recognition of long and short vowels. Matthew Thall.

Homework in the academic subjects such as mathematics, social studies and science presented no problem. I just kept repeating to the kids how important study is. I remember telling them once that in the years ahead they may not need or use some of these subjects in their work, but it is good to know more than you have to. You never know when you can use it. If they did not believe me I guess they wanted to please me because they never minded doing their homework. I would say you should tell your pupils how important school work is and remind them that it is nice to pass these subjects when report card time comes along. Carmen de la Cruz.

I like to review lessons pupils have done weeks before to see if they really learned the material. I find that the students usually know the lessons right after they get them but after a few weeks the lessons are completely forgotten. In reading, one student had a special problem, he could not read silently. I worked with him on that. I usually had him read the stories silently and I watched to see if his lips moved. After reading the story I usually asked him questions or he answers the questions at the end of the story. Philip Strongin.

I find myself helping with math homework more than with anything else. In this field it is more important for the child to know the whys of the problems than to know the hows. First of all, the tutor has to find out how strong the child's basic skills are for without a strong background the child is crippled. Basics such as multiplication. I say the combination and he will give the answer or I will say a number and he will give me the combination. In adding I have used a trick to keep track of the number when adding long columns. Everytime the sum of the numbers reaches ten I put a mark, and anything left over to the next number until I reach ten again. At the end of the column you add up all your tens and bring them to the next column. This can help to keep the numbers straight in the child's mind. More complicated ideas such as area and volume have to be illustrated. I usually draw figures on the blackboard. Social studies and science assignments usually only require reading and then recall of the material read. These subjects are usually not a problem unless the child feels that he is not interested in the subject. When this happens, the tutor must somehow find something in the subject that the child may be interested in and present it in such a way that the child will want to read on further in the subject period. If the child is allergic to textbooks an outside source will supply the same information. Lauren McGuinn.

If my pupil is having trouble solving a math problem the first thing I do is put an example on the blackboard and have him try to do it. I look at the steps throught whichshe goes until I see where she makes her mistake. I then usually ask her is that right. She looks at it, studies it and fixes her own mistake. If I have a pupil who does not understand the problem I make up an example of the same type on my own. I then go over it with him step by step until we solve the problem. I do several examples like this and then I give him some to do on his own. I ask him questions on the problem which he can usually answer and then let him complete his work. To find out if he really understands what I was doing I give him a few more examples of the same kind at our next session and ask him to solve them. If he doesn't understand them I tell him in general what to do and he does it. Usually by the second or third time he comes to the session and is told what to do he can do it without any problem. In helping my pupil with social studies homework I treat the problems as though they were reading assignments. My pupil at times does not know the answers to some questions which he has just read. I then take the same questions but instead of reading the questions from the book I ask him the questions in my own words. He usually comes across with the answers and then Ishow him that he has just answered the questions but in a different way. In this way the pupil learns that if he doesn't know the answer to a question he should change the question around and look for the answer which usually works out. In general I would suggest that you let the pupil begin his homework while at the same time you watch what he is doing so that if he makes a mistake, you are able to tell him. If you let him know that you are there to help and not to make fun at his work he won't mind at all when you show him a mistake. Jose Rodriguez.

Many of the students who attend Homework Helper are capable of doing much more than they do. A prime reason for this is their lack of good work habits. Without good work habits many students waste much time and energy which eventually affects their work. These work habits consist of many things. First, a clean, well organized work book must be kept, for without this nothing can be done. An assignment book, sharp pointed pencils and erasers, and a pen are also necessary. The child must be taught that without these essentials nothing can be accomplished. An example of this need of organization can be given by a student named John. John is a very bright boy who needs help in reading. He attends Homework Helpers regularly and is always ready for help. However, when John sat down to do his homework, it took him about five minutes to find the assignment, five minutes to find a clean page and another three minutes to sharpen his pencils before he even started to work. Finally, John was made to realize that he had better fix up his book and have his materials ready beforehand so that more can be accomplished. Thanks to his participation in our program, he now carries an assignment book, a neat notebook, and sharpened pencils. Louis Marder.

HOMEWORK HELPER CURRICULUM

As stated earlier, the Homework Helper Program is designed as a compensatory and supportive educational program. The main emphasis in the Homework Helper curriculum is upon the development of reading skills, designed to help the pupils help themselves in all curriculum areas. The previous section included a discussion of the role of homework assignments in the program. This section is devoted to an overview of the methods and materials used in reading as well as in other curriculum areas. Tutors should attempt to make every lesson a reading lesson. In other words, material in social studies, science and so on, engaged in during the tutorial sessions, should be seen by the tutor as a language arts reading lesson, designed to help the pupil to help himself.

WHAT IS READING?

Reading is a complex process through which printed symbols come to have meaning to the reader. Reading is more than word calling. The pupil must have the ability to sound out words, but in addition, must comprehend the words and understand the relationships between words, sentences and paragraphs. The student must learn to get meaning from his reading, interpret what he has read. It is better to use the material obtained in the reading period in a practical situation. The most basic of the reading skills is known as perception. A child must learn to recall what a letter, syllable or word looks like and in the end is able to recognize it in his reading. He must be able to hear likenesses and differences in words if he is to learn to spell. Perception is both visual and auditory.

Visual perception begins before formalized schooling as the child learns to differentiate in the size and details of observed phenomena. In the early grades the pupils learn to perceive visually in a series of training activities which equips them to form the habits of examining words and sentences from left to right, to match identical letters and words, and to see the differences and likenesses between words, syllables and letters. The child's skills in auditory perception are also developed in the early grades. Children are taught to recognize, louder, higher, softer, shorter and longer sounds in a series of exercises. The child is taught to identify words which rhyme or begin alike or end with the same kind of sound word. Pictures are often used in the identification of the words with sounds. This training in auditory perception is important if the child is to learn the differences between consonant sounds and vowel sounds.

There are four basic approaches to word recognition: configuration, structural analysis, context clues, and phonetic analysis. These approaches are not treated independently but are subject to a program which combines all of the reading skills. Configuration means that children recognize words by their form. In other words, a child learns to recognize an H because of the half round circle and the long figure at the left of the letter as opoosed to the letter A with a complete circle and the short figure going downward. Once the reader has some backlog of sight words and knowledge of other forms at his command, he is able to use context clues. Reading material is filled with context clues, pictures in books, letter forms, action, relationships and so on, can aid in word recognition much as you make an educated guess in the pronunciation of an unknown word. In structural analysis, the pupil identifies parts of a word in order to determine the meaning of a word and here he uses root words, prefixes, suffixes and so on. In phonetic analysis, the pupil builds on a backlog of words and sounds, in order to develop skill in associating letters and sounds.

In addition to the basic skills, pupils in the Homework Helper Program will need help in comprehension skills. In other words, they must be taught to organize the facts from their reading material in such a way that the facts lead up to a valid judgment. Generally speaking, the best approach is for a tutor to use the development of comprehension skills and to motivate pupils sufficiently in order that the pupils do their reading with a clear and definite purpose in mind. The pupils must be taught to read critically as a means toward the development of critical thinking skills. In order to do this, the pupil must be helped to develop skills in relating facts from his reading to his past experience, to draw inferances,to draw conclusions, and to reason from cause to effect. The pupil must also receive help in the development of organizational skills. The tutor must help his pupils to gather main ideas easily, to classify detailed information, and to develop skill in the outlining or organization of main ideas in sequence and classification systems.

BASIC MATERIALS

Many different materials are used in a variety of ways by the tutors in the Homework Helper Program. Your tutorial instruction should be individualized. In other words, you, under the direction of your Master Teacher, will design an instructional program which will best meet the needs of the pupils with whom you work. In this section, the basic materials used in the program, are outlined. You will have access to these materials before your tutoring begins. After the description of the materials, a number of excerpts from tutor reports is included here. It is hoped that these excerpts illustrating how our tutors have used these materials, will be helpful to you.

READERS DIGEST SKILLTEXTS

The Readers Digest Skilltexts are provided on all grade levels from Grade I through Grade 6. Each grade level will have at least two readers and in some cases 3 readers on a grade level. The Readers Digest Skilltexts are coded for grade level with small figures followed by Part I or Part II. The number of figures indicates the grade level. These Skill Builders have been prepared by experienced educators by Readers Digest. The format of the magazine is similar to the adult Readers Digest with which the pupils are more or less familiar. The authors are usually well known top flight authors. The Readers Digest Skilltexts are well illustrated with an interesting arousing caption next to each illustration. The key words are listed at the beginning of each section. It is important to introduce these stories properly. Many tutors have the pupils peruse the books until they come to a picture which is related to pupil interests. The pupil will usually indicate a desire to read these stories in a particular area. The pupils should know the key words before reading. Generally speaking, the pupil should read silently and then go over the exercises which follow each reading selection. The questions are designed to test reading comprehension, aspects of critical thinking, vocabulary development, and practice in organizational skills. The tutor should have, and use, a teacher's edition corresponding to the edition being used by his pupil. Generally speaking, it is best to begin on a fairly simple grade level in order to give the pupil success in his reading. When a pupil reads well and is able to complete the exercises he should be moved along to a higher grade level under the teacher's direction. There are 2 Readers Digest Science Readers available to you, the Red Book for reading levels, 4,5, and 6, and the Blue Book for reading levels 7,8, and 9. These are adaptations of articles which relate to scientific learning, the space age, astronomy and so on.

SCIENCE RESEARCH ASSOCIATE MATERIALS

The Science Research Associate Reading Laboratory II a provides a multilevel developmental basic reading program, Each Laboratory contains a series of increasingly difficult reading levels which present many skills on each level. The Reading Laboratory I or work games laboratory is the phonic section of the SRA program. It is a separate laboratory designed for use in the development of vocabulary.

Material is included which will enable the pupil and tutor to play any one of 44 games with each other. The Teacher's Hand Book discusses phonics lessons and exercises as well as outlines of the various games. The SRA Pilot Library is designed to bridge the gap between the training outlined in the Laboratories and independent reading. It contains 72 selections from full length books, designed to whet the pupil's appetite for more and lead him to the original book. The Pilot books are keyed to cover selections in the Reading Laboratory IIa. A student who finds a selection interesting in the Reading Laboratory may go to the Pilot Library for further reading on the same topic and on his individual reading level. A Bibliography at the end of the pilot book will then lead him to full length books of a similar content and difficulty. The SRA Reading for Understand or RFU kit is designed to develop the student's ability to grasp the full meaning of what he reads by teaching him to analyze ideas and make logical conclusions. Each exercise consists of a card bearing 10 short paragraphs. The student reads the selection and chooses the best of 4 suggested conclusions. A key is then used in order to check the best possible answers.

OTHER MATERIALS

The Catherine Stern Structural Reading Series Books are also available. There are five books, A,B,C,D, and E. These books utilize color to develop skill in phonetic analysis of words involving consonants, vowels,, sounds and, in the more advanced books, comprehension skills.

Tutors also used materials related to mathematics, science, and recreation, including the use of many educational games. Audio-visual devices such as the tape recorder, a slide previewer, and the blackboard are used by the tutors. A description of these materials and how they have been used by Homework Helper Tutors follows:

Tutoring Methods and Materials

AN OVERVIEW OF THE HOMEWORK HELPER MATERIALS

Some of the materials I use in the Homework Helper Program are the Readers Digest Skilltexts, the SRA materials and reading books brought by the students. I use the SRA to test the reading rates and the level of pupil reading comprehension. My pupils usually read a passage and then answer questions pertaining to that passage. The Readers Digest is rather light reading material which I use mainly to create interest and reading enjoyment. The children's own reading books are also interesting and beneficial. Each of these materials is useful, but it is important to remember that the student's activity must be varied to avoid boredom. I would say the SRA material is the most useful because of its wide range of subjects. The student can read a different story every day and become familiarized with several fields in a casual but rather impressive way. The tutoring techniques I use usually follow an indefinite pattern. At first my student does her homework and I explain to her anything she does not understand from the homework. Then she reads-first silently, then aloud. She then answers the questions on her own. I mark the questions and indicate a grade. Then we may play a game such as tick-tack-toe or hangman. Tick tack toe helps to make the student alert and provides enjoyment. The hangman game helps to improve her spelling ability and also helps her to think quickly. Pamela Stewart.

I think that reading is a most important skill. Without it, words or letters mean nothing. The first thing a tutor should do is to try to motivate the pupil by telling the pupil how much fun it is to read. You can also prove that reading is fun by finding out what the pupil is interested in. After you know his interest, you can get books for him to read. If you don't succeed, you can always read to him. I find that it fascinates a pupil when you read a story with expression and feeling. Somehow their imagination places them in the story as if they were there. Barbara Johnson.

After my pupil finishes his homework, I usually ask him whether he wants to read from the SRA material or the Readers Digest. He usually prefers the Readers Digest. I think the reason he prefers this is that the material is presented in a more interesting way. The only problem with the Readers Digest material is that the questions at the end of the passage are not always understood. I solved this problem by making my own questions. My questions are based on the same material as those in the book. As soon as I feel that my pupil is capable of reading on a higher level, I move to a more advanced book. I also use a newspaper to develop reading comprehension. Magazines and pamphlets, are also useful. I try to find out how much of a background he has in a particular subject.

If his ideas are not developed I add some general facts to broaden his knowledge and bring him up-to-date. After he reads the article I help him with the comprehension of the article and vocabulary. Material in the room is also very useful. There are maps of the U.S., the World and N.Y. City. I usually start with the World map and show the seven continents and the major bodies of water. I ask my pupils to locate the capitols of the more well known countries. The U.S. map allows me to see how much he knows of his own country. I start by letting the pupil name as many states as he can and then have him locate those he named. Then I have him read the names of all the states from the map. I think the map which is the best of all three is the map of N.Y.City. With this map the pupil is able to understand where he lives in respect to the rest of the city. I also try to understand what the pupils know about the history of N.Y. City. Bruce Schultz.

When my pupil is finished doing her homework, I usually give her the SRA Reading Skills Builder to increase the level of her reading. I start off by choosing one of the colors that corresponds to the reading level she should be on. I request the pupil to read the story silently and then answer the questions. After she is finished, I check her answers with the answer sheet. If I find that my pupil has done poorly, I change to the next lowest level. If she did very well, I give her a few more stories to read to see if she does the same work. If she continues to progress very nicely, I change to the next higher level of color. Another material I use for reading is the Readers Digest. I find these offer many interesting stories pertaining to different topics that broaden the horizons of the pupils. I usually have the pupil read the story and then go over the questions and answers atthe end of the story. I also use the mathematical flash cards to help the pupil with Math. We also use puzzles. The pupil and I are brought closer together and we are able to communicate with each other as a result of our work on puzzles. I think the puppets are good materials. My pupil and I put on a puppet show ourselves. This too, is another aid in pupil communication with the tutor. Sharon Fishman. When a new tutor comes to work in the Homework Helper Program, he should try to get off to a good start. He should inquire about the various materials and ask other tutors their opinion about which is best. I would advise using the SRA materials and the Readers Digest because they both contain good reading for a child at various levels. Through the cooperation of my pupil and his liking of reading, we have become good friends. He used to be perplexed and was shy about asking for things, but now we discuss everything openly and freely without any problems. I often help him to come to a logical conclusion. His reading has greatly improved in the program. I have also been able to teach him various ways of understanding mathematics he never thought he could do. I've taught him to write articles for the center newspaper. Michael S harf.

When I first began to tutor I found some of the materials such as the SRA confusing. But after gaining experience, I have found new methods and ways of using this old material better. To begin with, the SRA which I have found difficult, I now find valuable. The reason I find it of value now and did not before is because I have learned to use other reading materials along with the SRA reading materials. The children find after awhile that the reading of the same material becomes rather monotonous. Now I alternate the SRA materials with the Readers Digest and Catherine Stern materials. I usually use the Catherine Stern for a short time during each session. The Stern material serves as a warmup exercise before we read the Readers Digest or SRA. I have learned that I must use more than one reading device. I would like to mention other materials which tutors should use. One instrument is a cardboard clock. Most of the pupils I have tutored found telling time difficult. This cardboard clock interests them and helps them to comprehend telling time. One last thing I would like to mention is the use of the blackboards. The pupils just love to write and do their homework on the boards. I don't really know why, but I guess they feel important in using the blackboard that their teachers use during the day. I do know that they are happy using the blackboards and concentrate better when using them. Leslie Israel.

By far the most important materials available to tutors and pupils are the reading materials. These include the Readers Digest and the SRA materials. The Readers Digests consist of a series of editions of reading material for each grade, ranging from 1st. grade to advanced readers. Teacher Editions have the answers to the exercises in them. The SRA materials are of 2 types: the Rate Builders which are short selections used to test and improve the pupil's speed, and longer two page power builders used to strengthen pupil's comprehension, vocabulary and speed. The SRA materials are arranged by color, one color representing a grade level. Each color in both the rate builders and the Power Builders is divided into 12 selections, each one progressively more difficult. The Readers Digest and SRA materials have exercises on vocabulary, comprehension, and word structure. Neither states in view of the pupil, what grade level the selection is designed for. Actually this is a form of deception which doesn't work because any pupil really interested can figure out for himself what level he is working on. Whatever material I was using, I always began with some kind of motivation. The picture at the beginning of the story often served as a starting point. The pupil would speculate about the meaning of this picture keeping the title of the story in mind. These pictures have more value and importance for poorer readers than for the better readers. I often make a social studies assignment a reading assignment as well. My pupil, Jose, for example, would have to read a one page story in a social studies work book and then answer questions. I usually follow the same procedure that I use when teaching him reading. In other words, I gave him some discussion in the way of motivation, had him read, and then quizzed him on the material he read. I also made use of the maps in the book and those that I drew on the blackboard. I always have the pupil read silently at first and then go over the questions. I would sometimes allow him to read aloud after he had read silently. When he had completed the story, I had him do the exercises at the end. Mathew Thall.

READERS DIGEST MATERIALS

I find Readers Digest the most beneficial of all the reading materials in the Homework Helper Program. It seems to interest children of all ages. The reader can actually exchange place with the character in the stories. Many of the stories deal with human nature on the child's level which enables the child to identify with the characters and at the same time find out more about himself and his behavior. The Readers Digest is especially helpful with the children who have trouble with speaking and understanding English. They can often pronounce the words but they do not know the meaning of the words. By completing the exercises at the end of the story, you can find out if the child really understood what he read. Diane Dawson.

The Readers Digest Series is a set of books based on original selections. Their purpose is to build vocabulary and develop within the child interest and enjoyment of reading. The series is divided into several grade level and semesters. The tutor can determine the proper book by having the child read the list of titles which appear on the back of the cover of each book and are contained in the front of each book. If the child reads the titles with great ease or great difficulty, then you can find another level which would be less or more challenging for the child, whichever the case may be. Within each book the difficulty is about the same so your child may choose any story he wants from a particular book. The list of key words and phrases whidh appears in the

Teacher's Edition of the book should be used to review or increase the child's vocabulary range. By going over these words and lists, the child will learn quickly. To increase the child's enthusiasm, some form of motivation should be given for each story. At the end of each story there is a set of exerciseswhich the child should complete. By having the child answer the thought questions the tutor can help broaden the relationship between tutor and pupil. A discussion regarding the story can lead to a knowledge of the child's interests, desires, dislikes, and an understanding of his problems at home. Children enjoy marking off each story they haveread as a goal reached, a challenge met and conquered. As the child approaches the last few stories in a book his eagerness to finish the book grows and he may want to read 2 or 3 stories just so that he can feel proud in having finished a complete book. Jane Marcus.

During my three years as a tutor, I have felt that one of the best materials for building a child's reading level is the Readers Digest. I think one of the reasons for this is that the book develops the child's comprehension of the story. I have noticed very often that the children in the program sound out words fairly well but do not understand what they are reading. I feel that when a child knows he will be tested for comprehension, he will read for context rather than just sounding out words. I have also found that the key words at the beginning of the story are very helpful. When my pupil and I start to read a new story, we read the key words first, checking for pronounciation. After he reads the words, I test him on the meaning of these words. If he does not know the meaning of the word, we discuss the word and use it in a sentence to bring out the meaning. After reading the story and answering all the questions, we go back to those key words. I give them a little quiz on the meaning, spelling, and using the word in sentences. I also include at that time, words that the pupil had trouble with while reading the story. Mary Ellen Semus.

I usually let my student read the Readers Digest after he has completed his homework. The Readers Digest has a wide range of interesting stories. I let my student choose any story she finds interesting and then have her read it silently, and then aloud. In this way I find out if she is having difficulty with reading the story. If she does have difficulty with words I help her pronounce and understand the words. Sometimes words that have present or past tense forms attached together may scare the student instantly. Then I omit the past tense that is attached to the original word. In most cases the student usually knows the word. When the student completes the story I ask him to recapitulate the story by letting him answer the questions from the back of the book aloud. In this way the pupil shows me that he understands what he has read. If there is time left, I will repeat the pattern described above with a different story in the Readers Digest. This method seems to work for both student and tutor. Lillian Quan.

Among the many materials provided for the children of Homework Helpers is the Readers Digest material. This a program of many paper back books written on different levels. Each book contains a variety of subjects. The stories do not have to be read in any particular order for each article is in itself complete. At the beginning of each story, a vocabulary list of words is found. After the story there are quizzes that test the child's comprehension. There are true-false questions, matching questions, fill in questions, and multiple choice questions. There are essays on the main theme. Extra activity is included for those children who can go further. Charts may be drawn of the people involved in the story, essays can be written describing other possible endings and so on. A follow up study stimulates the child's imagination. There are discussion questions which require interpretation by the child regarding his comprehension of the story. There are word counts at the end of each article which help you to determine the child's reading speed. The number of words in the story is divided by the number of minutes and seconds required by the child to complete the story. Besides reading the stories silently the stories may be read out loud or acted out. The pupil may be given the part of a character. This is very effective in making the child sympathize with the character in the story, and it makes the character become very real to the pupil. The art work in the Readers Digest material is decorative and symbolic. It makes the story more interesting and helps to make the situations more understandable. The pictures make the story vivid. Demetra Savapolis.

The Readers Digest can be defined and classified as a reader containing a wide range of stories. I have found it quite useful in working with the children in the Homework Helper Program because they seem to enjoy it very much. I think a tutor should choose a book which will be on the child's level of reading while at the same time presenting something of a challenge. Once you have the book selected, let your pupil choose a story in the book which she seems to like or have an interest in. It is best to go over the key words first since they will show up continually throughout the story. After you have done this, you should let the pupil read the story to himself and then out loud. As the pupil reads the story out loud, you should help him with the words and phrases which are hard to understand as you go along. After the pupil has completed the reading, you should ask him to tell you in his own words what the story was about. You might go a step further and have the child write about the story in his own words. Gerald Toney.

SRA Materials

SRA Reading Laboratory II-A

The SRA Laboratory is a reading program. Each laboratory consists of reading cards, the answer key for each reading card, rate builder cards, answer booklets for the rate builders, teacher handbooks and record booklets for each pupil. Each time a pupil uses the SRA Lab he is required to choose a reading card and the answer key to the card. There are a series of cards divided into several levels designated by specific colors. The child may choose any card within a certain color level even though the cards are numbered because all the stories in that color are on the same reading level. A tutor can find the proper level for the pupil by administering the reading test found in the center of the student record book. After marking the test, the chart located in the teacher handbook will aid in determining the correct reading level of the pupil. Each reading card consists of a short story illustrated on the first page, followed by the story and then several exercises. The subjects of these stories are diversified. Each exercise is preceded by directions. A part of these exercises deals with the student's comprehension on what he has read. The other part deals with the child's familiarity with words in the areas of vocabulary and phonetic skills. I have found that it is best to discuss the illustration before the child reads the story, and to go over the most difficult vocabulary words before we begin to read. It is also necessary to go over the directions when the child is first becoming acquainted with the SRA Lab. When he is familiar with the material he will be able to read the story, complete the exercises, mark his work, and then use the answer key. Near the end of the Student Work book there is a chart which enables the student to determine his score without any calculations. There are also graphs used by the pupils to record their scores. He also keeps a record of the time it took him to complete the reading and exercises on a graph. By looking at these graphs, he can easily see his progress. There is a pencil corresponding to each color to use in this process of graphing. The student is prepared to go on to the next level when he has scored 100% on the last two cards he has completed in a reasonable amount of time. The Lab also contains a rate builder. This is divided into various code levels. The child is allotted a small amount of time to read and complete the exercises on each rate builder card. Each card contains one or two paragraphs. The pupil marks his scores by using a chart in the special answer booklets for the rate builders. It is important to review all the questions the child has gotten wrong in order to assure that he will improve in this area the next time. June Corey.

The SRA Reading Laboratory II-A serves as a very important piece of equipment in the development of a pupil's reading power. The skill builder consists of individual stories marked with colored numerals to indicate the reading level. This system of graded levels gives the pupil a chance to mark his own progress. There are twelve stories on each level, each of a different area relating to pupil interests. The separation of stories also helps to fight the classical textbook boredom. At the end of each story there are questions and exercises. These questions test the pupil's ability to recall story content and the meaning of words used in that story. The exercises improve pronunciation and addition of prefixes and suffixes to root words. Through the extensive use of SRA material the pupil can not only increase his reading level but his speaking powers as well. The pupils have a great sense of accomplishment when you tell them that they have done well. This also gives you pleasure as you feel you have done an adequate job. The rate at which a pupil learns depends upon his ability. When an eager and willing pupil is combined with the SRA Reading Lab, the rewards are bountiful. Harvey Rappaport.

The most successful material I have used in Homework Helpers is the SRA Reading Lab. My first step in using the Lab is to find out on what level my pupil was reading. I found this out by starting him on the Reading to Understand booklet. It helped me to know what level he was reading on and what some of his weaknesses were. I then followed this up by starting my pupil on the Power Builder which starts with color group arrangements from orange to silver. My pupil found it fun to go from one color to the other. I also found that the SRA Rate Builder came in handy because it also proved to be helpful in building pupil ability to read at a much faster rate. After a while I let my pupils check their own work and see how well they are progressing. I think that my pupils got a big kick out of correcting their own work. I highly recommend the SRA Reading Laboratory to other tutors because I'm sure both they and the pupils will enjoy working with this wonderful laboratory. Barbara Johnson.

The SRA Reading Laboratory offers individualized reading instruction to each pupil. The Laboratory also improves the pupil's reading skills and teaches him to learn more rapidly. The Lab begins with a pupil reading level of Grade Two and goes thru a pupil reading level of 7th Grade. The Lab is very simple to use. If a child is reading on a second grade level or above, the pupil should be able to use the Reading Lab. I have used the SRA Lab with one pupil who was in the 6th grade. She selected one of the stories she would like to read along with the answer card. I let her read until she feels uncomfortable or nervous. However, she usually reads silently to herself without any discomfort. This enables me to observe her and find out whether or not she understands what she reads to herself. After the pupil has read the story and answered the questions, I let her check her own work. The reason for this is to show the pupil that this is not a test. I also feel she is able to learn when she makes her own corrections. Juanita Pinckney.

The first step in using SRA materials is to ask the child something about the picture. In this way the pupil gets an idea of what the story is about. Then I have the pupil read the title so she will know what is ahead for her in the story. I usually read the first paragraph with her and also the last paragraph. There are many parts of the SRA which help you to see how well the child reads. I'm going to mention just a few parts here. First, how well did he read? This part shows how carefully the child read.

2 - Did you get the point? - This helps you to understand how carefully the child understands the story.

3 - Did you learn about words? - How to define words in a story means the same as the clues they give you.

4 - A puzzle to fill in the missing letters that are started. This last part of the SRA concerns the identification of pictures and filling in the rest of the words when part of the word is given. Anne Marie Dimino.

The SRA is designed to help the child read better. When the pupil first starts to read, I ask her to look at the picture and tell me what she sees. This helps her to get an idea of what the story is about. Then she knows enough to read the title and try to figure out what the picture has to do with the title. I always help her with the paragraph that she does not understand, but I try to have her understand them by herself. Part of the SRA I think the children find the easiest is the part where you look at a picture and fill in the missing letters in a word. I think the most difficult part is the section "Learning about Words." If they don't read the story carefully they will also find a section "How Well did you Read?" difficult.

The SRA Reading Laboratory II-A consists of a series of power builders which contain a number of different stories. Each group of stories is placed in categories under various colors with a different color for each grade level. The main parts of each power builder are a picture which enables the reader to get a better understanding of what the story is about, the title, the first sentences which introduce the main idea of the story, and the last paragraph which concludes the main idea of the story. Multiple choice questions under the title "How Well do you Read?" are presented after each story. These are designed to see how well the reader understood the reading. The second part of the question is entitled "Learn about Words." This section introduces new words with their meanings. This helps to increase the pupils' knowledge of words. Illustrations dealing with the sounds of vowels and consonants followed by exercises enable the student to know how to pronounce words. These words should be read aloud so that the student will be able to differentiate between various sounds. Answer cards should be used by the student to check work. Charts are also available in the student's own work book. These charts show the student his rate of progress regarding his ability to understand what he has read, his knowledge of new words and his speed in reading. Rate builders are also included in the SRA kit. These are short stories with a few multiple choice questions. These are designed to help the student concentrate on the topic being read and to develop reading speed. For best results with the cards, you should set a time limit for your pupil. Before any student begins working on the SRA, the student should be given a test which shows the tutor the reading level the pupil is reading on. It is better to start your pupil one color or reading level below in order to allow him to get acquainted with the SRA material and avoid discouragement that might result from a low mark on his original grade level. Carol Coppola.

In the Homework Helper Program, one of the many tools that is useful to the tutor is the SRA Laboratory. This is a wonderful supplement to other materials because it presents a challenge to the child. The Labs are classified into two sections. One of these is called the

Rate Builders. The Rate Builders are designed to increase the speed as well as the accuracy of reading. Three minutes are allowed to complete each one. The pupil reads it and answers five or six questions. The more experience he has with the material, the more accurate he will become. If he finishes answering the questions in less than three minutes, you should have him check his answers. The answers are usually factual and can be found directly in the reading passage. Pupils feel much better reading SRA material and taking these short quizzes than they do in taking long tests. The stories found in these rate builders are short and often amusing. They help to build up confidence and stimulate the child to read other books for pleasure. There is another section called Power Builders. In the Student Book there are boxes which can be filled in by the student. There is also a graph for the pupil to maintain which will show his improvement. If these graphs are kept properly, they can be a worthwhile experience. Judy Mattenberg.

The SRA Rate Builder is usually used with the SRA Reading Laboratory. The main purpose of the Rate Builder is to give the child thinking skills. The Rate Builders have a short paragraph or two which the child reads. The paragraphs are followed by about six short answer questions. I have the child read the paragraph and answer the questions while I time him with a watch. The pupil keeps a record of his time and observes his progress in his reading skill. I think it is important that the rate builder be used at every session. Juanita Pinckney.

The SRA kit has been a great help to my two pupils. Both of my pupils are a year or so behind in their reading ability, but when they read with me they seem to do extremely well. Carmen reads the silver, the most difficult SRA cards, with great ease getting a close to perfect score on the questions. She reads aloud more easily than silently. I try to have her read silently often in order to increase her experience in the kinds of reading which she must do in school. My other pupil finds the SRA reading cards difficult because she cannot concentrate for any length of time. I use the SRA three minute cards with her trying to finish two, three, or four every session. Because these cards are short, she does not have to stick to any one topic for a great deal of time. She likes to read aloud but I try to make her read silently. When she reads silently and comes to words she can't read, she asks me and I have her sound it out. I don't think she is reading very much better, but she is learning to take tests and is learning to read in order to understand. I think the SRA material has improved the pupil's ability to follow instructions. They know how to read all the questions before answering a question. Terry Miller.

When I use the SRA material, I have my pupil read the story silently and then read some of it out loud. My reason for doing this is to have the child familiarize himself with the story. Sometimes before we read a story, I have the pupil look at the cover picture and ask him what he thinks the story will be about. I think it is important for you to know your child and to go half way in trying to meet their needs. If you know the things they are interested in, it will work wonders for you in your instruction in reading. Ada de Leon.

SRA WORD GAMES KIT

The SRA Word Game Kit consists of cards containing short vowel sounds, long vowel sounds, initial consonants, final consonants, diagraphs, diphthongs, blends, syllables, prefixes, and suffixes. I have used these games with my pupils stressing the short vowels and diphthongs. My technique for these games was to play them the same way I would play steal the old man's pack. That is I place four word cards on the table and give four cards to each player. If the card in one hand matches the card on the table, or if it matches another player's, the player says the word, and its sound, and then takes the word and its sound for example, Hat short a takes Cat short a. As a result of using these games, the pupil has mastered his difficulty with short vowels and diphthongs. In my opinion, these word games are very good and a help in teaching a certain skill. The pupils like them because they are having fun while learning. Lena Rodriguez.

SRA Reading for Understanding

The Reading for Understanding Kit is one of the materials I found most useful. Each card in the kit contains ten short reading selections followed by four choices, one of which makes the selection complete. There is always some difficulty in getting a child to read, even if he knows it is for his own betterment. It seems to be just extra work.

The short direct appearance of the card, however, makes it slightly more palatable. He sees that there are no blanks, as such, for him to fill in. All the answers are there. He sees he has to pick out just one from four choices. After my pupil has guessed the right answer, you can imagine the shock on his face when I ask "Why?" He is surprised because he is asked to think. Max Forseter.

Lillian loves the SRA cards. These are really the only type of reading material she enjoys using. I found this to be true with Donna as well. These cards are short and to the point. The pupils don't have to read a whole story, which they might find boring. I have found that my two pupils read twice as much when they read the RFU cards because they don't have to spend too much time reading one selection. Lillian's overall average for these cards is higher than on any other reading material that she uses. She seemed to concentrate more and work to achieve a higher grade than on the other materials. I would usually place a card in front of my pupil and give the pupil a certain time limit to finish the card. They seem to work better under a time limit. On the whole I think the RFU cards are very worthwhile materials and should be used on a daily basis. Anonymous.

SRA Pilot Library

My favorite material in the Homework Helper Program was the SRA Library. These are a group of short stories keyed by various colors, each color on its own level. These stories not only help the pupils with reading but help them understand the meaning of their reading. At the end of each story there are questions which are answered in an answer book. Sometimes I find that the pupil enjoys the session more if I answer the questions together with him. As we answer the questions together, the tutor has the chance to read the story with the pupil. The joint reading also makes the child feel that you are both partaking in something, which they feel is great fun. I usually let the pupil pick his own books. After reading the book I go over the same techniques outlined in the SRA Teachers Edition. We answer the questions in the story. The tutor should read the book before the child reads it so that your questions will be good and some enjoyment will be obtained through the reading period. The Teachers Hand Book does contain a synopsis of the story. I usually have the child write about each chapter in his or her own words after they read the books. In this way when they finish the book, they have written a little book of their own, in their own words. They then read this book and share it with other pupils. This gives the pupils a chance to show someone else what they have accomplished. Veronica Aiken.

The Pilot Library published by SRA, is in my estimation, the most interesting material the Tutor could assign to his pupil. The Pilot Library is essentially what the name implies. It is a library of wonderful stories chronologically arranged in various reading levels. After the first contact with the Pilot Library the pupils received it open heartedly, hoping we would use it often. The reason for this surprising enthusiasm is that the stories are appealing to any type of child. Susan Guay.

Catherine Stern's Structural Reading Series

There are many different materials that can be used to open the vast door of communication for a child. The Catherine Stern materials can give the child a large enough peak so that he can stand on his own feet. The Catherine Stern books give the child a basic foundation. The full course is a series of five books from A-F. Each book is fully illustrated and holds the child's interest as well as committing his newly learned knowledge to memory. In book A the child learns the letters by both sound and physical shape. Then the child identifies the pictures with his own experience and hopefully puts the beginning sound together with that picture and is off to a long start. In Book B the child learns to put the letters together to form words. At the same time he also learns to differentiate between words that sound and look alike. In book C the authors have done a unique thing. The authors have worked with the child's imagination, enabling him to enjoy working without knowing what is in store next. In Book C the child forms sentences which can be turned into questions that probably make no sense to you and me but can be answered by the pupil. After making the sentences, he again uses his previous experience and learns factual matter. Now the pupil can write his own thoughts with the guide from Book C. He can also read. After learning what reading is and trying it out himself, he goes on to Book D. Here he learns the various parts of the sentence. Now he is able to read short paragraphs that interpret them. In Book E he fills in key words in the understanding of the story and can even list words that begin with a certain letter with only the slightest clue. Now he has his basic foundation and can begin to interpret all the encompassing thoughts of the adult world in his own terms. Deborah Brooks.

The Structural Reading Series is a great teaching device. Each of the five books is different from the other. The contents of each book is of great importance to the child who wants to learn. These books help the child to pronounce the words, spell the word and use the word in a sentence. Each book brings the child to a higher level. Every page must be completed in order to go on to the next book. The child learns a lot from the pictures. In my opinion, the book is a great aid in teaching children to read and pronounce correctly. If I become a teacher, I will use this book in order to teach my children. Michael Aragoncillo.

The child I have is reading the Catherine Stern Books. He comes in twice a week and can't wait for the reading period. He likes to pronounce the words properly and is eager to read. He usually looks at the pictures which help him to say the words better. He finished the first Catherine Stern book very easily and quickly and is now using the second. He seems to enjoy it. He had problems with his "sh" and "ch" words but he can now pronounce these sounds easily. In order to motivate my child to read, I try to get something interesting for him. I suggest you interest your pupil by giving him a book to read on a subject that means something to him. Felicita Hernandez.

The Catherine Stern books proved very essential to me in tutoring my pupils. I usually have the pupils read the words that are at the top of each page. After this reading I ask the pupil which word has a long or short vowel and to pronounce the vowel either short or long. If the pupil does not know the words he will look at the picture and try to say the word after he sees the connection between the word and the picture. If the picture is confusing and he still does not know the word, he will try to pronounce the word using his knowledge of consonant blends to help him. He then adds the short or long vowel with the blend in order to form the word. The pupil then gets the word and also gets practice in recognizing the sounds of certain blends. Iris Fields.

Methods and Materials in Mathematics

The Mathematical Shapes, Science Book Lab

The Mathematical Book Labs are an excellent introduction to the fundamentals of mathematics because they help the child become aware of the shapes found in every day existence. The materials are successful because the children are learning under the pretense of having fun. The math kits are outfitted with a manual which briefly cites the presence of shapes all around us. Then the children are introduced to these shapes through constructive problems. A curve becomes a reality because he takes a log in his own fingers and bends it. A square was always just a square but becomes a reality when he sees that it might be the walls in his bedroom. The plane figures go up to the construction of three dimensional ones. The child learns that a box is composed of squares. Then there is a house which is a rectangle. The child also learns about triangles, squares and domes. The pupil and tutor both gain satisfaction in working with the math lab. There is a great feeling of accomplishment in having been able to tackle the figures. A discussion of the experiments leads to application to the world around us. Ellen Foreman.

The Science Book Lab of Mathematical Shapes consists of numerous cards cut into triangles, rectangles, squares and wedges. There are also built in plastic tubes and pipe cleaners to connect the pipes. It is fun for pupil and tutor to follow along in the manual. The manual is organized to progress from simple to more difficult projects with the basics discussed at the beginning. The first experiment helps the pupil and tutor to define and understand a line. Next we find out about different types of lines, such as curved lines and straight lines that are existent in objects in our classroom. The student is then able to learn the differences in two dimensional flat shapes that are composed of different numbers of straight lines. After each definition, the pupil makes a model of the particular shape with pipe cleaners and tubes. We then experiment with the creation of different two and three dimensional figures and find out about their names. Later the pupil finds out about parallel lines and looks around the room for examples. I find that this kit is fun. The construction of complex shapes with the tube is fascinating to the tutor as well as the pupil. The names of various shapes are taught according to the age and comprehension of the pupil. Roger Leifer.

The Counting Frame

The Counting Frame is made of a wooden frame containing iron rods with beads on them. The board is fairly large, which makes it easy to work with. It consists of ten lines with a total of ten beads on each line. This piece of equipment is very useful in adding, subtracting, and multiplying. It prevents the child from counting on his fingers or making a mental picture in his mind. When I find a pupil who has trouble figuring out an example or forgetting his number facts, we head straight toward the board. I've used it on many occasions to demonstrate a particular point with great success. Lois Genee.

Cuisennaire Rods

You can use these for almost anything in mathematics. Very often a child cannot form a mental picture of a problem or what a problem means. These rods help the child understand what he must do. Using them, you can set up equations. They are helpful in multiplication and in the explanation of grouping. The rods can be divided and numbered. When the child sees the number lying in front of him he can understand the number better. I find that using the rods can help explain the difference between four 3's and three 4's and show that they both equal 12. They are valuable visual aids in the development of mathematics. Elise Scherl

Science Book Labs

The Science Book Lab offers the greatest spark to fire pupil's interest than the most eloquently written manual. The chemistry formed into powders added to some water becomes a tinted blue solution. The mirror set offers the opportunity for the pupil to make a submarine periscope not unlike those on modern underwater boats. The kit shows the versatility of mirrors, a self-made kaleidoscope, a set of mirrors that show many different directions when, in effect, there is but one. In addition to the fascination to the young pupil that these sets provide, they allow the tutor to explain some basic facts involved. This is a lasting lesson as the student desires to go on to the next project. As science is becoming more important in our lives, the science kits should be used more extensively in the program. Anthony Munch.

After finishing our homework in reading, we sometimes have fun with the chemistry set. The set contains a handbook, test tubes, PH paper and a few harmless chemicals. The book explains how to make invisible ink. Some children are not amused by this. They like to see bubbling and smoke and paper turn different colors. In other words, they want to see magic. The set does include a hydroxide compound. If you make a solution of hydroxide by adding water to the compound, you produce a basic solution. Putting a piece of PH paper in the solution will enable you to see the paper change color. If you add more compound, the color will become richer and darker. One can learn something from this chemistry set, but the children are more interested in seeing magic. The tutor must help the student want to learn about chemistry. Help the pupil understand why things happen and you will help them to develop a foundation for

higher learning. The activities can stimulate the pupil's interest in chemistry. When they go on to secondary school and study chemistry, they will work harder and be more interested because of this activity. Samson Lum.

The science kits we use consist of two main parts, equipment with which experiments are performed and the manual which gives instructions for the experiments. When working with these kits, the pupil has the enjoyment of doing the experiments and he gets practice in reading by reading the manual of instructions. After a child finishes the experiment he is usually very happy to write a newspaper story about it and tell everyone of his discoveries. In this way the tutor can use the science kits to help the children's writing. I think the science kits are one of our most important tools in working with the children in the Homework Helper Program. Marvin Cohen.

Writing for the Homework Center Newspaper

Having a center newspaper has proven to be a very helpful material for instruction. In order to write an article for the paper, the child must first have an idea. More often than not, the pupil then organizes the facts in some order which is logical to him. While writing the article the child becomes aware of the spelling, margins, capitalization, punctuation, neatness, paragraphs, and grammar. The child puts a part of himself on paper containing his ideas and his feelings. When completed, the tutor should have the child read his work and check for mistakes. Sometimes a drawing can accompany the article. This too, is reproduced in the newspaper. When the edition is given out in the center, the pupil eagerly searches for his article. When he finds his article, he rereads it and brings it home, shows his family, and brings it to his classroom. The entire newspaper is digested by the pupil who has a natural curiosity to see who, among his friends, has an article in the paper and what his friends have written. This, of course, enables him to practice his reading skills. The newspaper helps the child in a very practical way and gives him a sense of pride towards himself. Irene Katz.

None of my pupils really like to write so I have to figure out a way to get them to write a story or something. One day I decided to let my pupil make a book, which he would write, including the stories he had written. He didn't want to do this either. I told him to do any story at all. He liked this idea but the problem was still in the writing of the story. I suggested that he write a story about something he did during the summer and to draw a picture to go along with it. He went along with the idea because he could write and draw about anything he wished. When the newspaper finally came out and my pupil saw his story, he was thrilled. It then became easier to have him write more stories as time went on. June Francis.

I have worked very successfully with the newspaper in the Homework Helper Program. All the tutors were asked to have their children write an article every session, if possible. This was done so that the newspaper would be representative of all the pupils. It was hoped that the sight of their own names in print would encourage the children to write even more. With some children I had no trouble at all in thinking about topics on which to write. They worked quickly and the end result was usually very good. However, some kids would at first balk at the idea of providing an article because I think they were afraid to make mistakesand become embarrassed. I had to practically pull these articles from some of them, but once they got started, there was no stopping them. The most difficult part in writing is the selection of a topic. If they could not think of one I would ask them some questions. For example, what's your favorite hobby, where do you live, and so on. Once the topic was decided and they got started we had no trouble. The pupils waited eagerly for each edition of the newspaper and were delighted to see their article. I think that the newspaper was one of the most important parts of the program because it encouraged the pupil to write. It became an incentive to come to the program and helped pupils to increase their reading skill.

Stephen Dunko

Creative activities deal with many facets of the imagination. The Homework Helper pupil uses his imagination and expresses his thoughts mainly through writing. But his words are sometimes very limited. Many pupils lack good experience with the great outdoors or with life in general. Their experiences might make very vivid, interesting reading but they usually dared not write about them. There is an obstacle between their minds, their hearts, and their pens. This barrier must be overcome. In the past two years, many articles have been coming to the center newspaper from the pupils. Many of these articles have shown a great deal of imagination and spirit and a real, earnest attempt in putting effort and enthusiasm into their writing. But I am sure that without the motivation by the tutors these articles would have been very humdrum stories. I believe this encouraging return from the pupils has resulted from the use of reading materials. For example, the Pilot Library Series stimulates experience through reading. The reading materials are implanters of ideas. The pupil may believe he is writing an entirely original story but actually he has been motivated through his experiences in reading. I firmly believe that through reading the pupil, or even myself, can experience things that satisfy our desires for excitement. Increased emphasis on reading will definitely cause a marked improvement in written work.

Gloria Sosa.

To most younger students, writing a composition is one of the most difficult things in the world. Ideas never seem to pop up when they are wanted. The tutor's job is to stimulate the child's mind. The main obstacle to the tutor's efforts is the child's negative attitude towards writing a composition. To obtain a positive attitude the tutor should suggest topics he thinks the child is interested in. After discussing some of these topics, the pupil should be able to choose one. Once this obstacle is eliminated, it is just smooth sailing for everyone.

Susan Guay.

Recreational Activities and Games

One of my pupils had only been in the country for a few months and his vocabulary in English was very limited. By playing games lik Lotto with him I was able to build his vocabulary as well as to relax him for a while. I also asked him to draw pictures for these same purposes. The pupil had a great deal of pride. He didn't like showing his lack of skill with the English language. To make him feel better, I always praised him for cleverness whenever I found something that could be praised. My other pupil, who is very different, is much more mature and does not appreciate playing games as much as most pupils. For relaxation with this pupil, I usually just talk with him. He tells me a great deal about his family life and friends. Although he is thirteen, he cannot read much. By talking to me I think he has increased his vocabulary. Linda Bearman.

I feel that the recreation is of definite value to the student's progress. Although this program is primarily designed to aid the child in school work, the many aspects of the program help to develop the child emotionally as well. The recreation period helps the child to relax with his friends and also to become closer to his tutor. This happens because the tutor joins with the children and becomes more of a friend than a teacher. A recreational break is a definite asset to the Homework Helper Program and should be used on a daily basis although a limited amount of time should be devoted to it. Amy Kahn.

Art for Recreation

Since one of my students had a great interest and ability in art, we used art as a form of recreation. I believe the art activities helped him in reading. The pupil could not recognize words and relate them to their surroundings. Taking advantage of his artistics ability, I proceeded to have him draw a picture of anything he wanted. He drew a picture of Batman including the place where Batman lived and placed him in this setting. After the art work was completed we went on to discuss what the picture was about and his interest in this fictional character. I told him that I knew nothing about this character and asked him, therefore, to write about it. He began writing about Batman with much enthusiasm because it was something he knew something about. Upon reading the completed copy, I found many grammatical errors as well as words which made no sense. By going over these and correcting them, I feel I was able to analyze his weak and strong points. It gave me an idea about his problems and helped me to plan to help him. I found the art activity beneficial to me and quite interesting to my students. Phyllis Krup

Rolling Readers

The Rolling Reader is an educational game consisting of blocks with different parts of words on each one. I have used the second and third Rolling Reader sets with the pupils I tutor. I believe the Rolling Readers are an excellent review for all students whose second language is English. I take two blocks consisting of a noun and a verb. I then roll the blocks and whatever words come up make the student complete a sentence from them. After each roll I add another block which is usually an adverb or adjective. The student then gets practice in forming simple sentences and then more complex sentences. The second Rolling Reader consists of fewer blocks than the third reader. Since there are fewer blocks, the student can assemble the blocks into sentences more easily. The third Rolling Reader enables the students to assemble more complex sentences using nouns, verbs, adjectives, adverbs and conjunctions. I have also used the Rolling phonics, a set consisting of blocks with certain sounds on each. I take one block which has a single or double consonant on it and another which has a vowel and consonant. We roll both blocks and whatever two sounds come up the student is required to blend the sounds he sees and to say them aloud. I find these Rolling Readers to be both educational and helpful to the student in forming sentences correctly and in improving his speech.

Dorian Chui.

Games

Games are reserved in our center for the recreation period which is the last five or ten minutes of the two hour session. The games which I have used most are Password, Lotto, and Hangman. My pupils usually play Password with two others who share our room because the game requires more than two to play. The significance of Password is that it helps the children's vocabulary by enabling them to make associations between words. Their general knowledge also comes into play. For example, if the word that a child wants his team mate to guess is "cow", his clue might be "milk," "moo", or possibly "Elsie." Because there is an element of competition, the children think quickly and sharply. At first the children find Password very difficult because they aren't accustomed to giving their one word clue for the definition of a word. But the more they play this game, the easier it becomes and therefore, it becomes more fun. Password helps the children to get higher scores on vocabulary portions of their reading tests. Vowel Lotto is a very good game for pupils who need a great deal of drill in phonics. The child must match the picture of an object on a large card having a specific vowel sound in the middle of its name with an individual little card having the picture of an objectwith the same vowel sound. Vowel Lotto helps children to distinguish the vowel sound which is a task many of them find difficult. The first child to fill his large card with the little ones is the winner of the game. Hangman is a game which most of the children are familiar with. The child draws a gallows and then writes the first and last letters of a word leaving spaces between the two letters to signify the number of missing letters in the word. Another child must guess the missing letters of the word. If one of the letters he thinks belongs in the word is incorrect, the head or another part of the man on the gallows is drawn. If the child does not guess the word before the complete body of the hanging man is drawn he has lost the game. Hangman is beneficial in that it helps the children in spelling and in the recognition of words. To play this game a child must know how a word is spelled. The children usually use a spelling book in order to obtain words for the game. Barbara Stroud.

The recreational game Dominoes can prove very effective in teaching a child about numbers. Because it is an interesting game, the pupil's attention is held while the child is getting practice in the recognition of the numerals. Each participant picks seven blocks and in turn tries to get rid of all his blocks by matching the number of dots on each domino. The first person to remain without any dominoes is considered the winner. The dominoes can also be used in a variety of other games. They can be used in conjunction with addition and subtraction of the dots printed on the blocks. It has been my experience that the pupils enjoy using the dominoes and seem to learn much quicker with them than with other methods. The game seems to be relaxing and at the same time exciting to the pupils. Peggy Mazur.

Checkers, like chess, is a wonderful and interesting game. It is a game of skill which enables the student to think ahead and also to guess what his opponent will do. Checkers is a good game to play after an hour of hard studying. I think it helps to relieve tensions and frustrations. Relaxation is always good after serious study. During this game, the tutor can become better acquainted with his pupil. Pupil and tutor can discuss personal matters or anything that will interest them and helps to improve their relationship. William Luis.

The project that I use that I thought most successful were the flash cards. The flash cards helped my pupils to read much faster. I used them as a game. We flashed card, and if the pupils didn't read them fast enough or didn't know the words, he would lose points and have to start over again. I saw that the child was having fun and enjoyed it but was learning at the same time. Before long I saw that this helped the child progress in reading ability. Every time I told him that it was time for a game he would go right over and pick out a flash card game. This showed me that he liked the flash cards and wanted to use them again. I suggest that other tutors use the flash cards if they have pupils who need help in reading. I think they help the pupils progress in reading because they are having fun and are learning at the same time. Alvira Rivera.

I play Password with my pupils. Password, a Milton Bradley game, is a word association activity. The idea of the game is to make your partner say a certain word by giving him a word that is in some way related to the word in question. My pupils, fourth and fifth grade girls, enjoy playing Password because it is fun. It does not appear to be a method of increasing their word power but it is. Lynn Gross.

The materials that I use and found most successful were the Lotto games. One of my pupils arrived recently from Puerto Rico. He had difficulty in saying the English word for an object or objects which he knew. In helping him to overcome this difficulty, I found the "Object Lotto Game " very useful. He would not only say the name of the picture but he would use it in a sentence. From this he also learned the differences between singular and plural forms of a word. Other Lotto games such as "Life on the Farm" and"How We Travel" are also very helpful. From these he learned the many different objects and types of animals on the farm and the different ways of traveling. I would recommend the use of these games to tutors who have pupils who need help in saying the words or names of things. The pupil will not regard this as work but as a game, which it is. The pupils enjoy using these games and look forward to the next opportunity to play with them. As far as the tutor is concerned, the pupil is learning while having fun. Sarah Benjamin.

Scrabble for Juniors is based on the format of the regular Scrabble game. This game helps build the pupils' vocabulary. Since it is a fun game it holds the child's interest while he learns to use words. It is not typical of the classroom lesson and the child does not realize he is learning while playing. The game includes a playingboard with several words printed on it to start him off. The words do not go by points as in regular Scrabble. The score is compiled by adding the number of letters that complete words, after placing the correct letters of those words to start new ones. For most children in the primary grades it is difficult at first. After several experiences with the game the pupil's ability in spelling new and bigger words is shown. It is not too difficult or too easy for any pupil because, as the child's vocabulary grows the game grows too. I feel this game is a great help for children in spelling and vocabulary. No matter how good the game is the pupil cannot learn from it by himself. He needs the help of his tutor. Brian Herschkowitz.

AUDIO-VISUAL DEVICES

I have two pupils who bring math homework every day. The blackboard comes in quite handy when working in mathematics. I enjoy working on the board. I guess that's because when I was in elementary school my teacher always wrote on the board and I didn't have the opportunity to do so. The children enjoy working on the board too, probably for the same reason. As soon as we entered the room I asked them about their homework. When they mentioned mathematics I asked them to put the problems on the board and to try to solve them. I find the board very convenient. The paper and pencil mathematics problems have to be erased very often. On the board erasure is very easy. The blackboard can also be used in educational games. I sometimes play Hangman with the pupils as we spell words on the board and they enjoy it. - Amy Nee.

Marilyn loves to work with the tape recorder. I believe the tape recorder is a great help in reading because she can read aloud while her voice is being taped and is able to hear how she reads. She enjoys this very much. At first Marilyn did not like to read but as soon as I brought the tape recorder into the room she was willing to read. Marilyn also told me that she makes too many mistakes when she reads. After she heard her voice she was able to recognize her mistakes. I told her she must concentrate before reading a sentence. Marilyn used to point while reading and she found this slows her down. I think the tape recorder helped her to speak more quickly. June Francis.

The tape recorder is an invaluable piece of equipment because it permits the child to hear his own mistakes rather than have him listen to your complaining. During the past year I have had many experiences with the use of the tape recorder. One child was rehearsing for a school play and could not remember his lines. By having him speak into the recorder he was able to hear his lines which helped him to remember them. Using the tape recorder also helps the child develop his personality. He becomes freer in his speech and can read aloud more easily. I would suggest that all tutors use the tape recorder, as it will benefit the pupil in many ways. Louis Marder.

VIEWLEX MACHINES

Most of the children who came to Homework Helpers are deficient in reading skills. While teaching them to read I have observed that they enjoy looking at illustrations. In the SRA or Readers Digest materials there are only one or two pictures with each story. However, if you show a child a film strip on the Viewlex machine, practically every sentence is illustrated with a colorful picture. The Viewlex machine enables you to read colorful and amusing stories or lessons in history, science, or other areas. Teaching with the Viewlex machine is easy for the tutor and also for the pupil because the pupil feels that he or she is seeing a moving picture. Beverly Newman.

I find the use of a Viewlex machine an invaluable device in tutoring children who are slightly handicapped in their reading. It seems to be a relaxing activity similar to watching moving pictures. However, there are small phrases on the bottom of each slide which the child can read, usually associating the words with the objects in the picture. Many of the slides I have used are interesting to me and to the pupil. The Viewlex machine can also be used as an incentive. I found that my students would do their work quickly and quietly if they knew that as soon as they finished they would have a chance to observe slides in the Viewlex machine. The film strips came in very many levels and are about as varied and interesting as they could be. It is easy to find at least some that will be of interest to your pupils. Elliot Levine.

PLANNING TUTORIAL SESSIONS AND USING ANECDOTAL RECORDS

It is important that you, as a tutor, carefully plan your work with your pupils. Your Master Teacher and the experienced tutors assigned to your Homework Helper Center will help you in your planning. There are three things that you must consider in regard to planning including the use of time during the tutorial session, short range goals, and long range goals.

The use of the two hour tutorial session should be planned and at the same time flexible. Generally speaking, you should plan to spend approximately thirty to forty-five minutes upon the completion of homework assignments, thirty to forty-five minutes on a reading activity, approximately thirty minutes of a creative activity, with balance of the time devoted to recreation, including the use of reading games. This general schedule should be tailored to meet the individual needs of the pupils with whom you work. You should involve your pupil in making decisions regarding activities as often as possible. The pupil should also help you plan future tutorial sessions and the activities to be included in these sessions. The tutorial sessions should provide for alternating periods of activities so that a period of intense mental involvement is followed by a recreational activity or a brief physical activity. The refreshments provided by the Master Teacher may be utilized as a break in the activities of a formal nature. Your Master Teacher will observe you during the tutorial session. You should also feel free to consult with your Master Teacher regarding your plans for each tutorial session. The long range plans should include the use of materials in a variety of curriculum areas. We have found that the pupils and tutors who use a great variety of instructional materials achieve the best results. You should discuss, with your Master Teacher, the goals you have for your pupil in the area **of reading development. After ascertaining the reading level of your** pupil in the Fall, you should have in mind a long range plan for growth in reading with a gradually increasing reading level of materials in mind. Your long range plans should include some form of evaluation of the pupil's progress.

Pupils should be involved in decisions regarding short range plans. If you are using, for example, the Readers Digest Skill Text on the second grade level you and your pupil may decide to complete all stories or say ten stories in that particular book before a certain period of time in the future. If you and your pupil become aware of a particular deficiency in reading such as, for example, inability to differentiate between various vowel sounds, it would be suggested that you both accept a short term goal or date for the completion of understanding of the vowel sounds. These short term goals should be planned with flexibility in mind. They are suggested as an incentive device rather than a device that will tend to become a straight-jacket for you in your work.

It is suggested, but not mandated, that tutors write plans in advance. Whether the plans are actually written or not, however, tutors must become familiar with instructional materials before they are used with pupils. Stories should be read in advance, games should be studied and instructions understood before they are used with pupils and tutors.

The use of a written anecdotal report is mandated. Your Master Teacher will supply you with a mimeographed form entitled"Anecdotal Report". This should be completed on a daily basis and should include your name, your pupil's name, the room you are using, the pupil's school and class, the date, and the name of the Master Teacher. The content of each tutorial session should be recorded including the reading skills which were taught, the materials used such as SRA, READERS DIGEST, and so on, the color of the SRA materials, the reading level of the SRA book used, the title, and so on. The methods used during the session should be briefly described. Newspaper articles which were utilized, recreational activities and games, and materials in other curriculum areas should be included in a descriptive manner. The Anecdotal Report should also contain comments and observations regarding pupil's attitudes and specific progress and lack of progress during the day.

The anecdotal should be submitted to your Master Teacher on a daily basis. There are many uses for the Anecdotal Report including perusal by the Master Teacher which enable him to follow your work in meeting the needs of your pupil. The contents of anecdotal reports will also be utilized b y the Master Teacher in planning his activities relating to the training needed by tutors. The anecdotal reports should also be studied by tutors. You should make it a habit to review prior anecdotal reports on aregular basis in order to understand the progress you are making in working with your pupil.